

2012

Graduate Program Survey Academic Year 2011-2012

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GRADUATE PROGRAM SURVEY

By: Tim Starr, Research Assistant,
Office of Institutional Research

*Academic Year
2011-2012*

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UNIVERSITY OF NORTHERN IOWA GRADUATE PROGRAM SURVEY

The UNI Graduate Program Survey is an instrument for students to provide feedback to the university. This instrument is meant for the university to see what graduate program students deem important in academic and social areas. Questions range from how well the student believes that UNI has taught them to work as a team to whether or not they believe that the graduate teaching at UNI was excellent. Also included are questions related to what the students are going to be doing after graduation.

The surveys are dispersed to students prior to commencement. For academic year 2011-2012, 58 students completed the survey in December (response rate of 44%) and 223 students completed it in May (response rate of 78%). For academic year 2011-2012 there were 418 graduate program graduates. Total respondents this year was 281 students, which is an overall response rate of 53%.

The purpose of this report is to analyze social and academic factors that students find important throughout their graduate career.

DEMOGRAPHICS

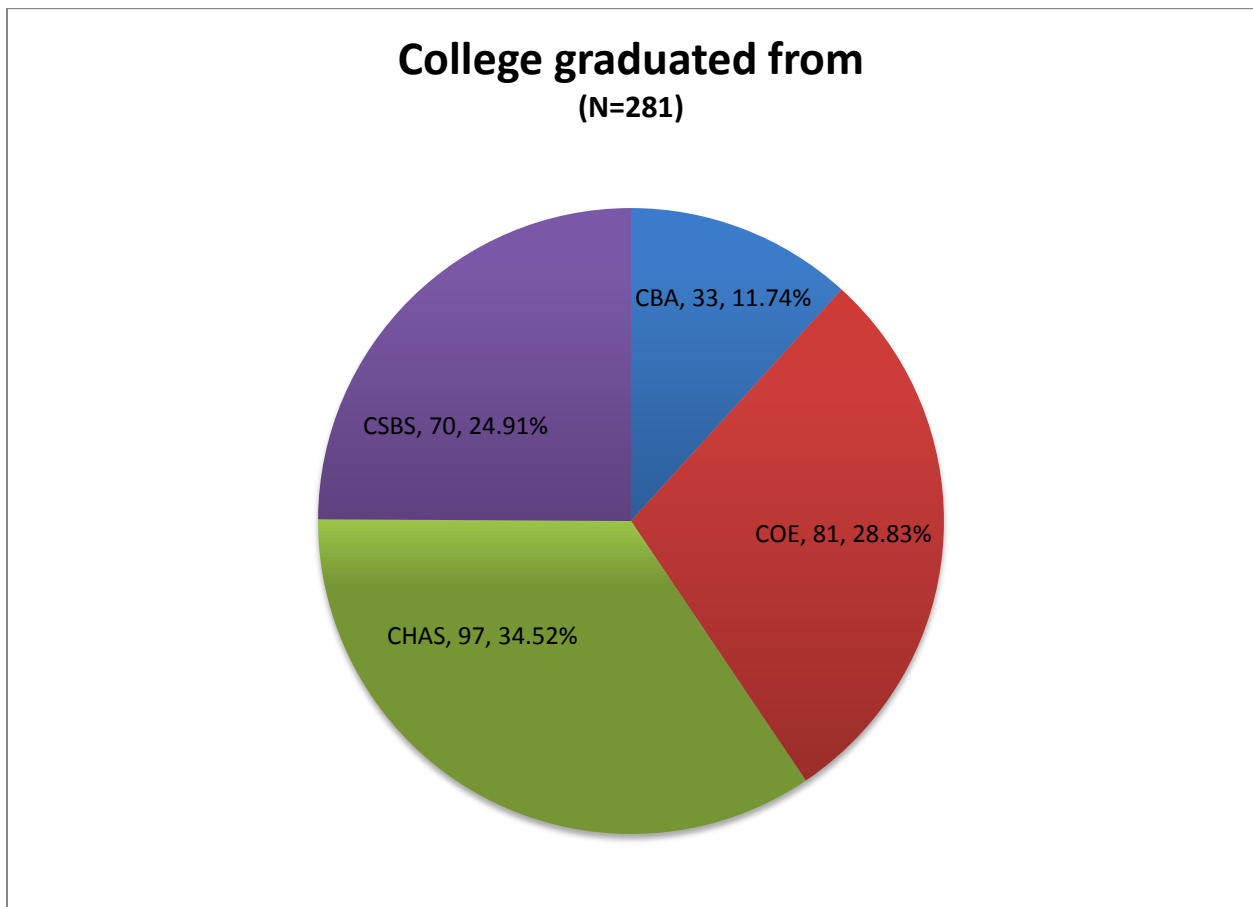
The demographic characteristics of students that completed the Graduate Program Survey this year are **very closely related to the enrollment percentages of UNI's graduate program.**

For example, the known gender of respondents is almost exactly equal to actual enrollment numbers during the 2011-2012 academic year. Respondents were 71% female and 29% male (ignoring unknowns) whereas graduate student enrollment was 70% female and 30% male.

Presented below are breakdowns of distribution by college, race/ethnicity, gender, and age category.

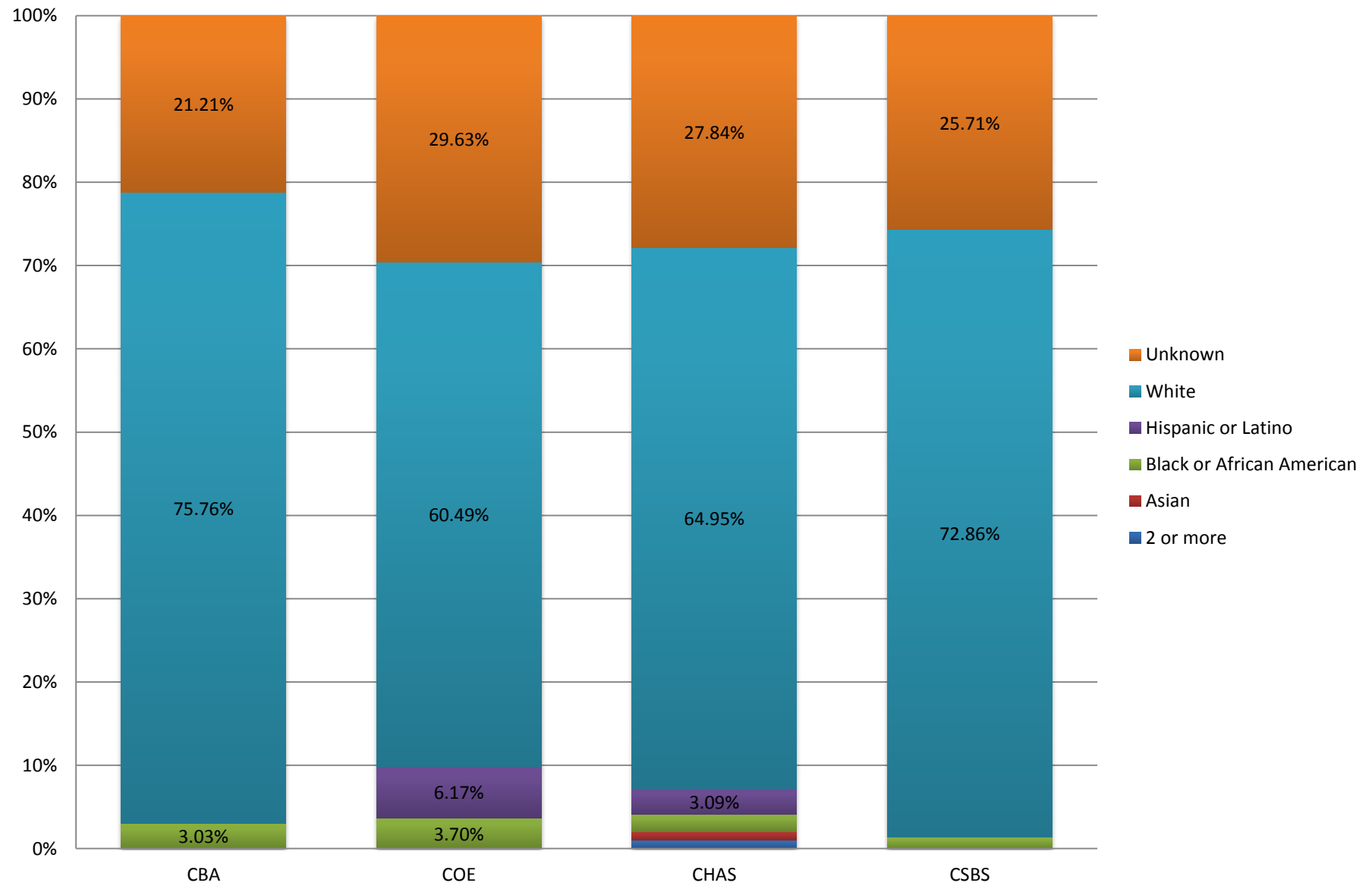
DISTRIBUTION BY COLLEGE

Enrollment numbers of graduate students for academic year 2011-2012 are pretty close to these percentages. CBA is a little over represented, CSBS is a little over, CHAS is a little under, and COE is just barely over. This creates a very nice sample that accurately represents the total graduates from UNI's graduate programs.



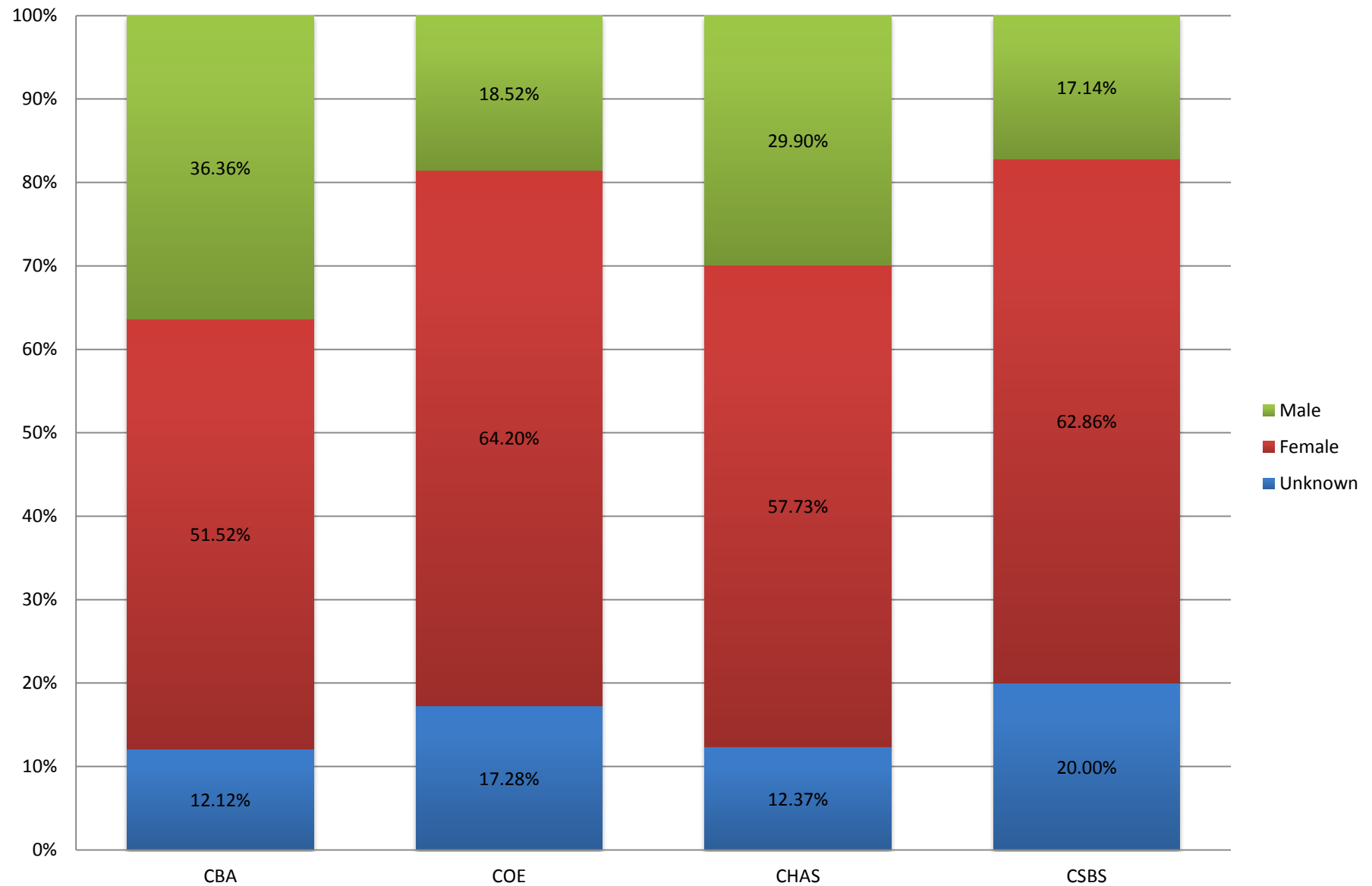
Race/ethnicity by college

N = 281



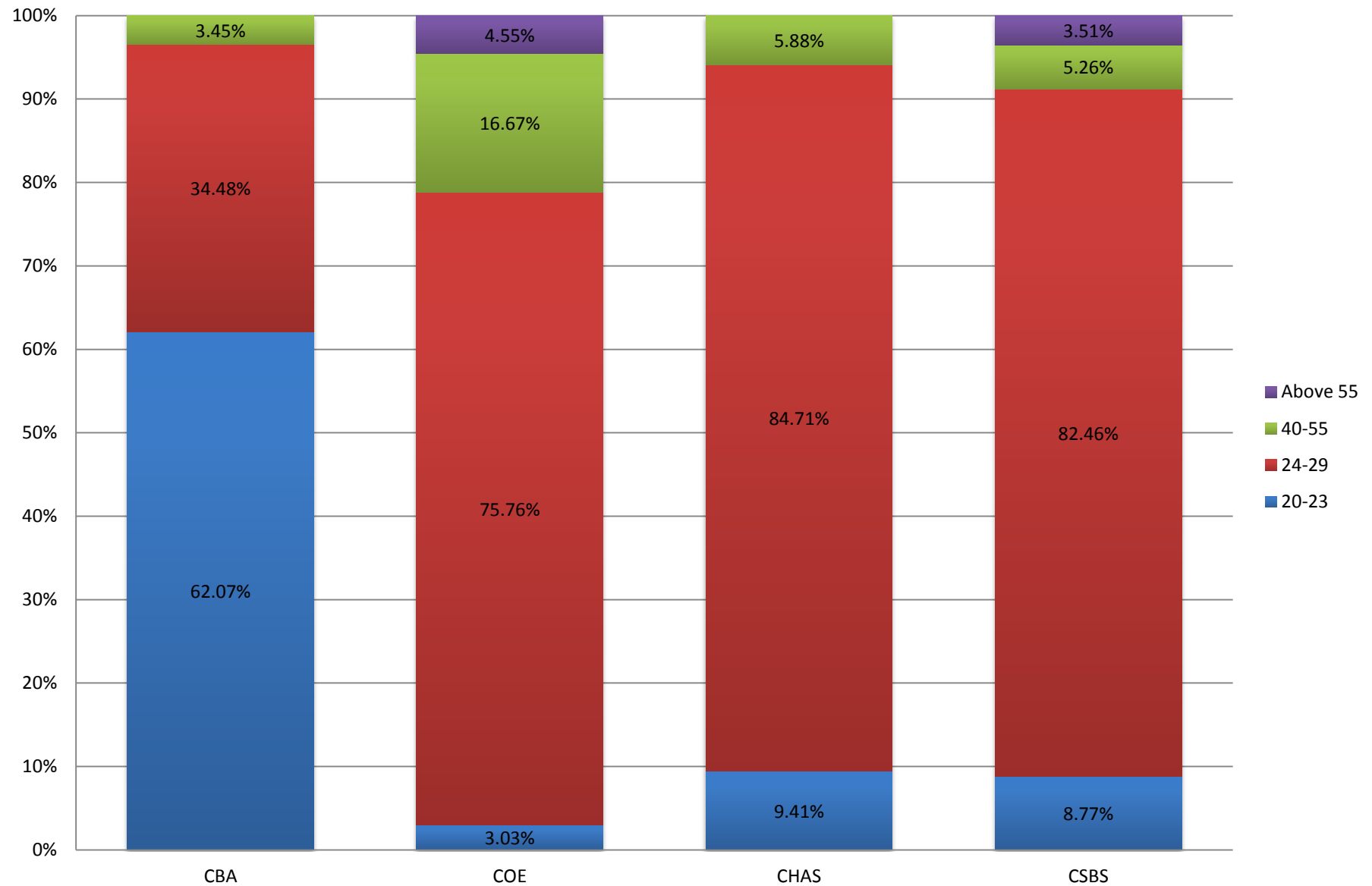
Gender by college

N = 281



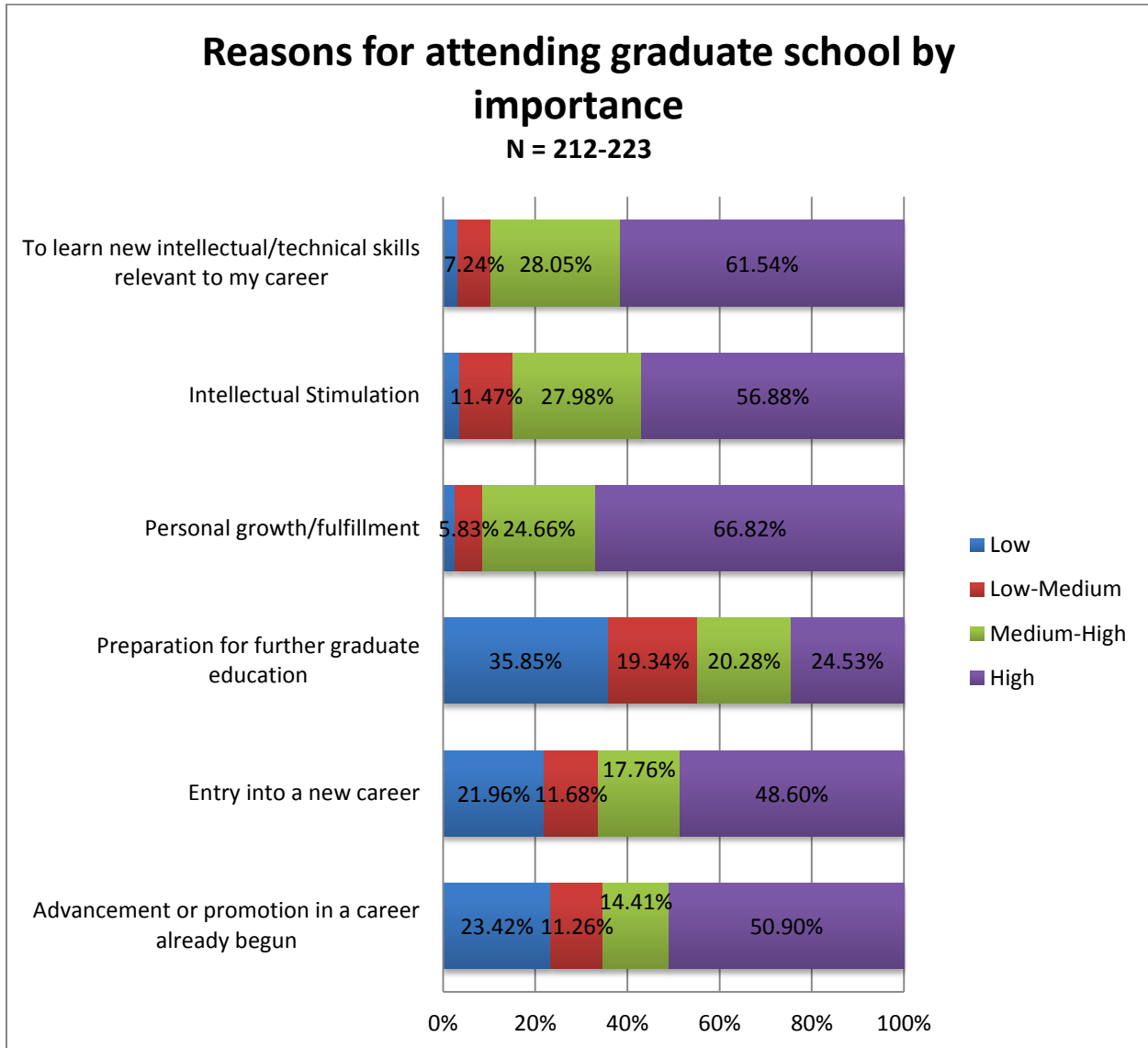
Age category by college

N = 237



REASONS FOR ATTENDING GRADUATE SCHOOL

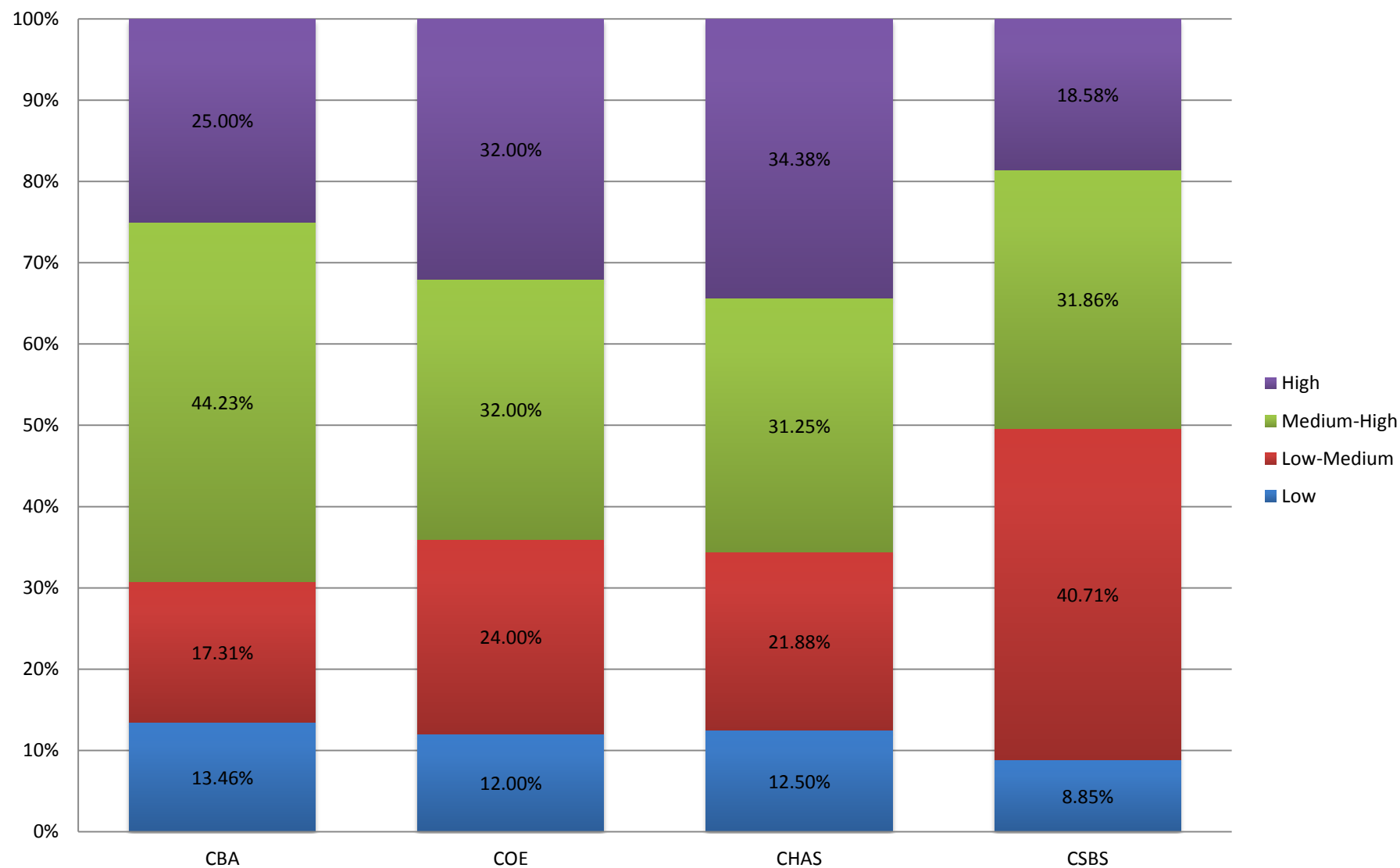
Recent graduates also had the chance to choose how important some reasons were for attending graduate school. The rankings were based from 1 ("Low") to 4 ("High").



The trend **continues from last year, with "Personal Growth/Fulfillment" having** the highest "Medium-High"/"High" percentage. "Preparation for further graduate education" **has the** smallest "Medium-High"/"High" percentage, which is also the same as last year. The following graphs show this information by college.

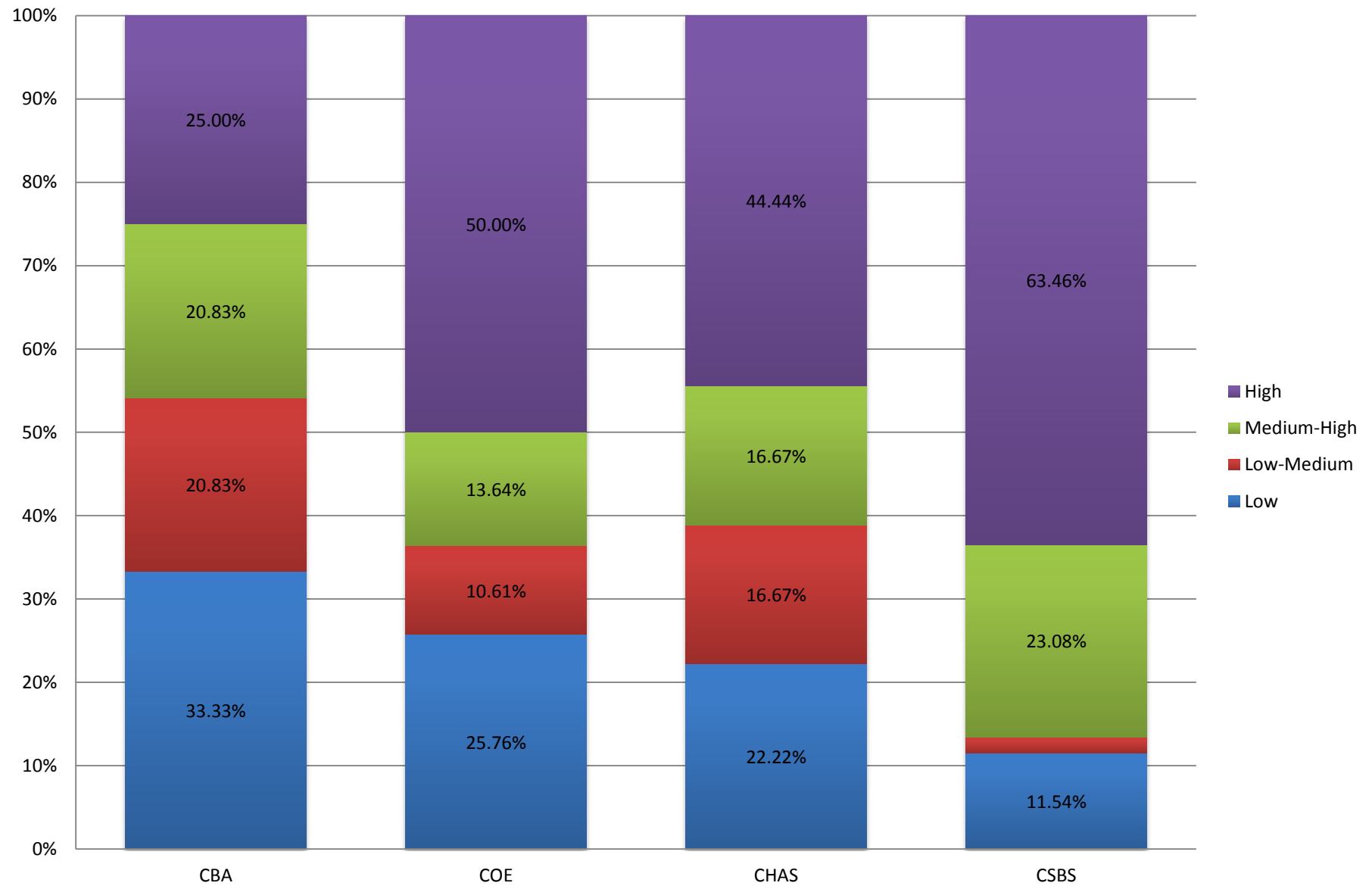
Importance of attending: Advancement or promotion in a career already begun

N = 222



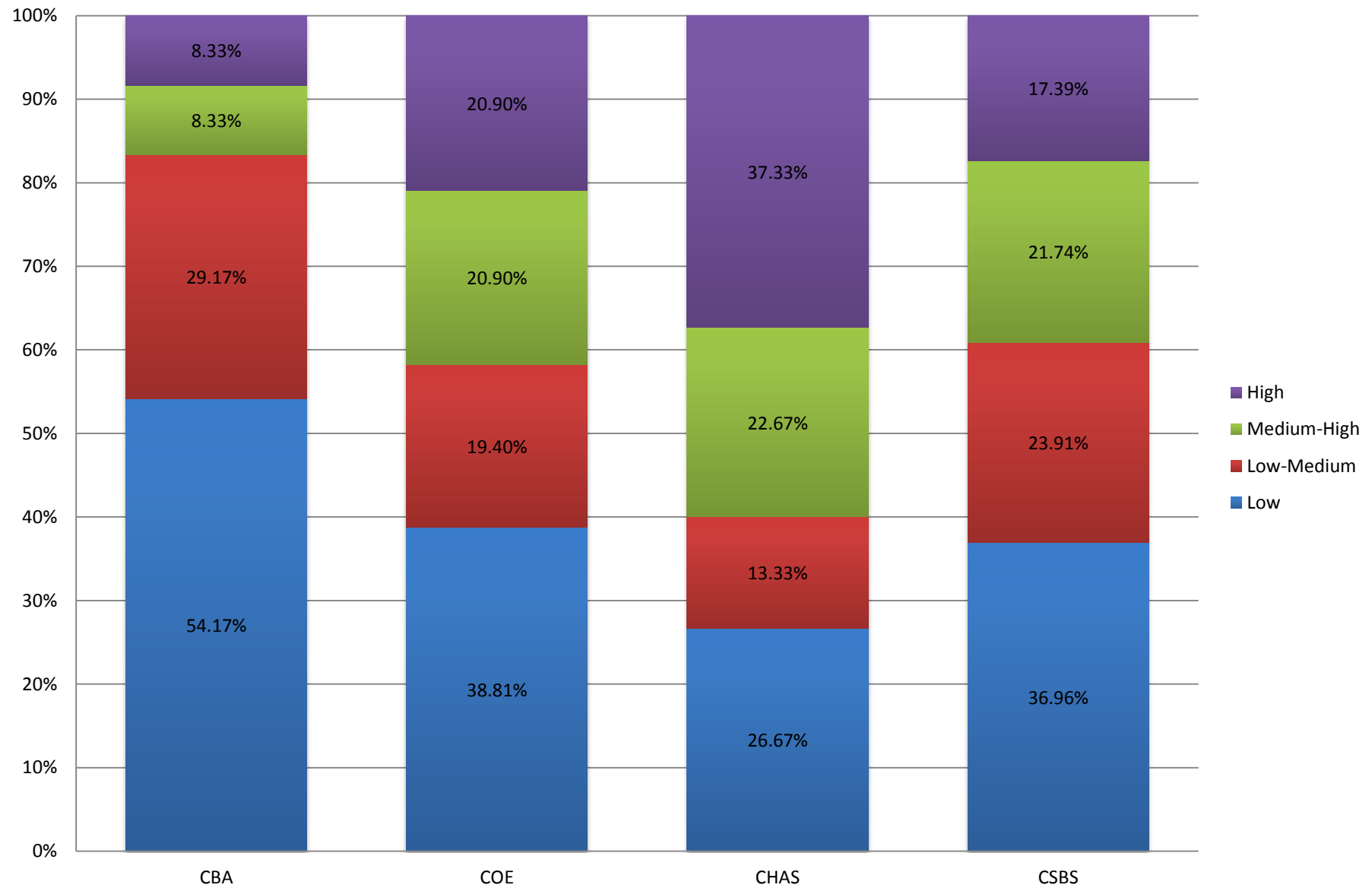
Importance of attending: Entry into a new career

N = 214



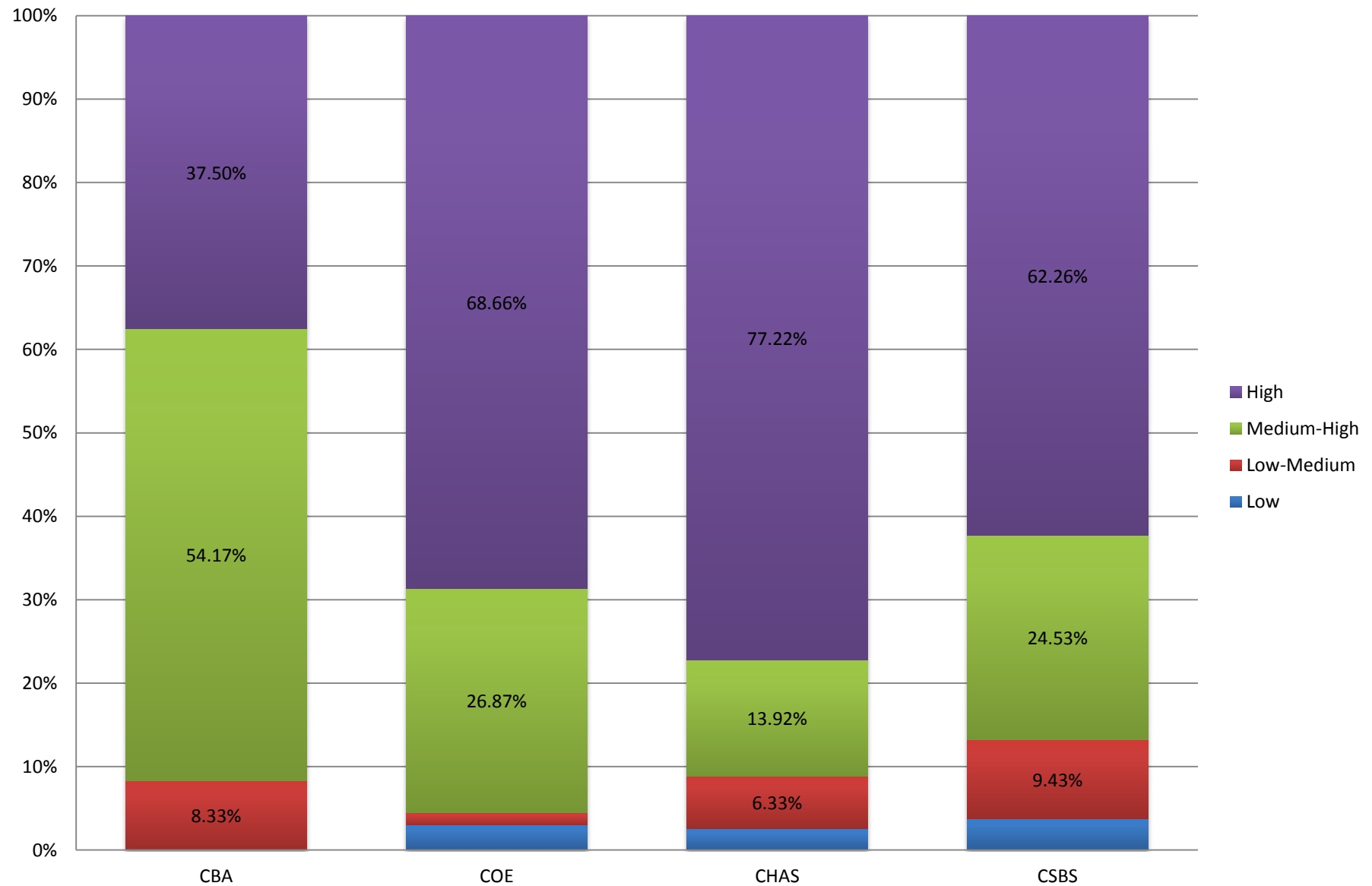
Importance of attending: Preparation for further graduate education

N = 212



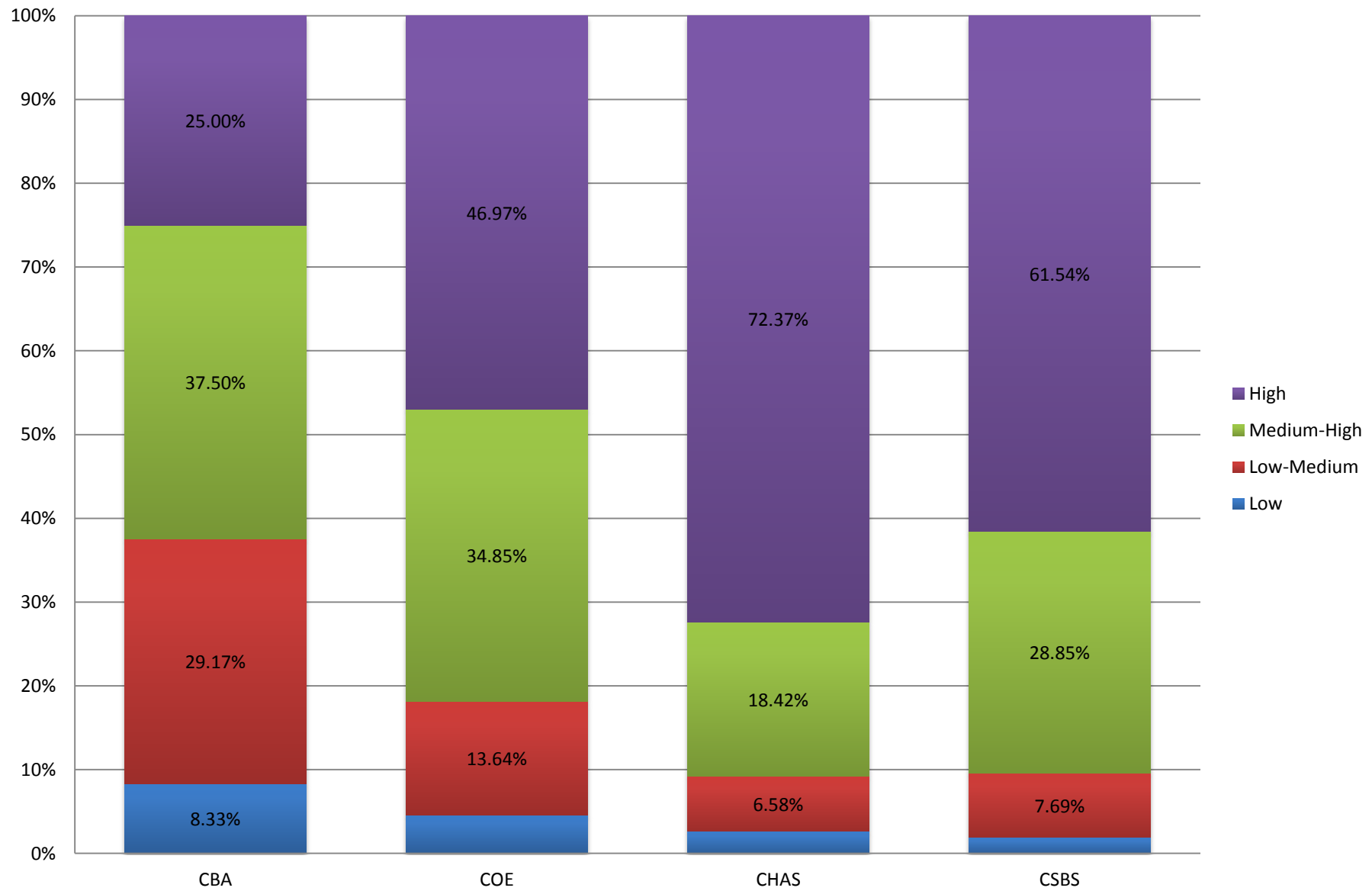
Importance of attending: Personal growth/fulfillment

N = 223



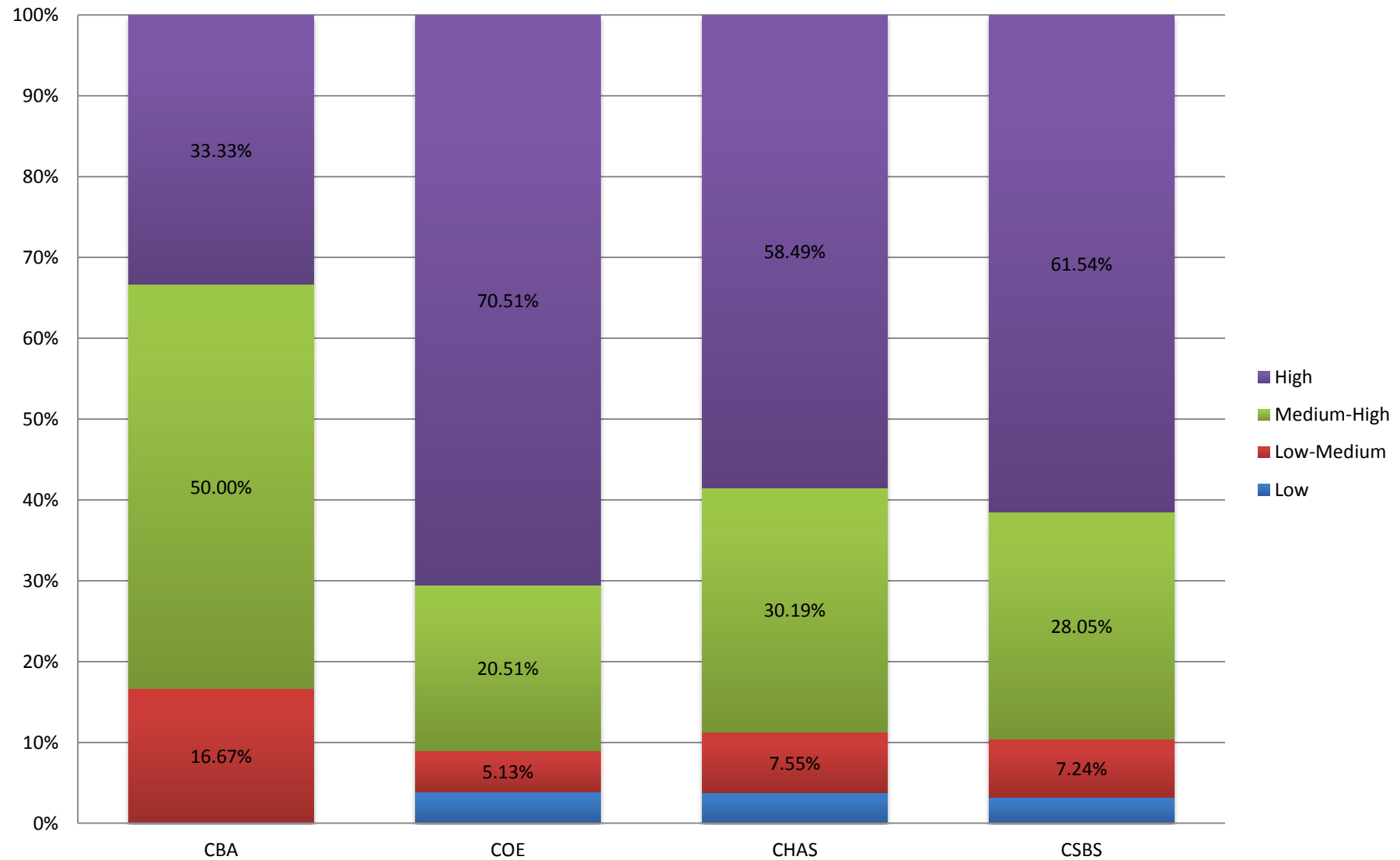
Importance of attending: Intellectual stimulation

N = 218



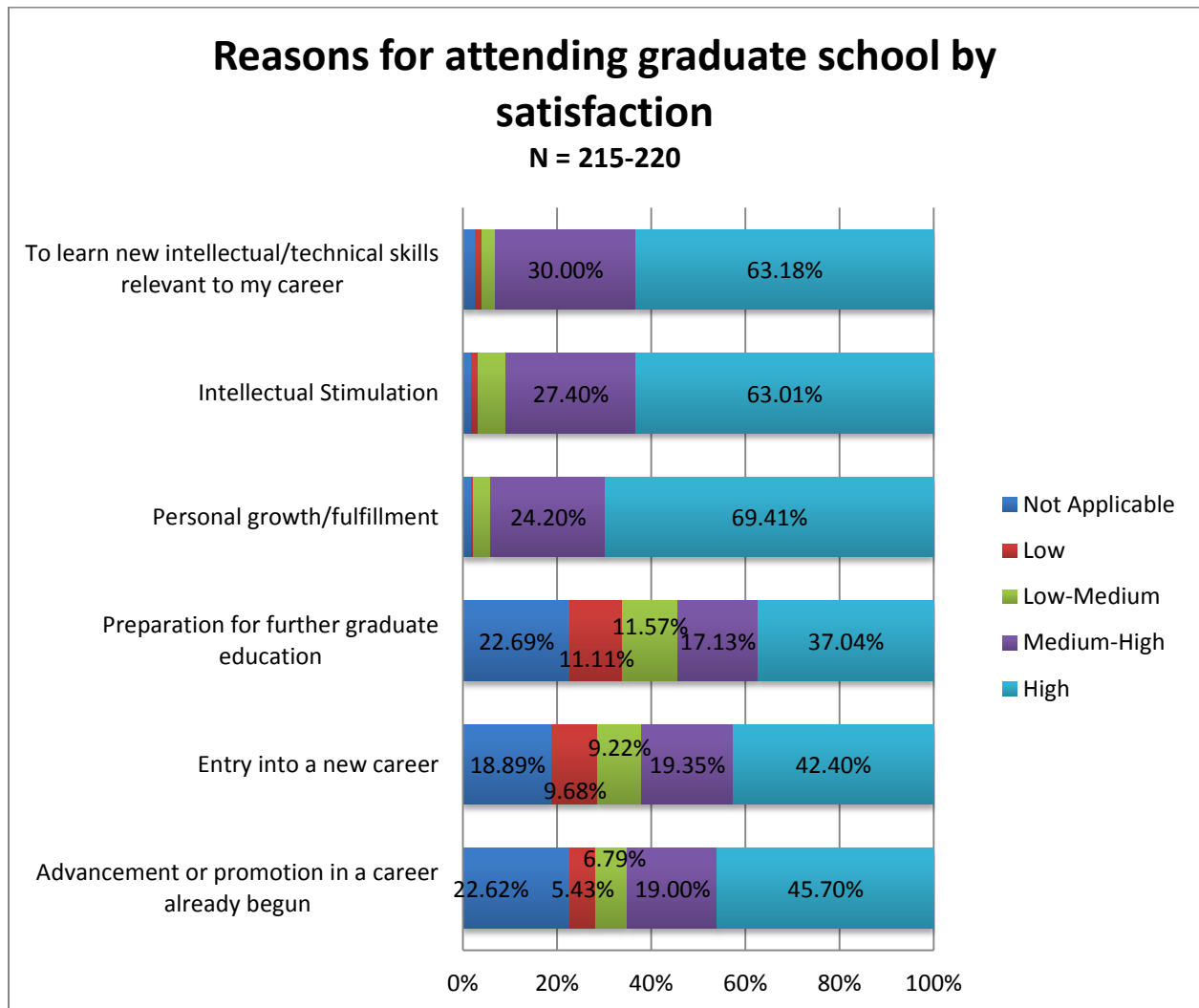
Importance of attending: To learn new intellectual/technical skills relevant to my career

N = 221



SATISFACTION OF ATTENDING GRADUATE SCHOOL

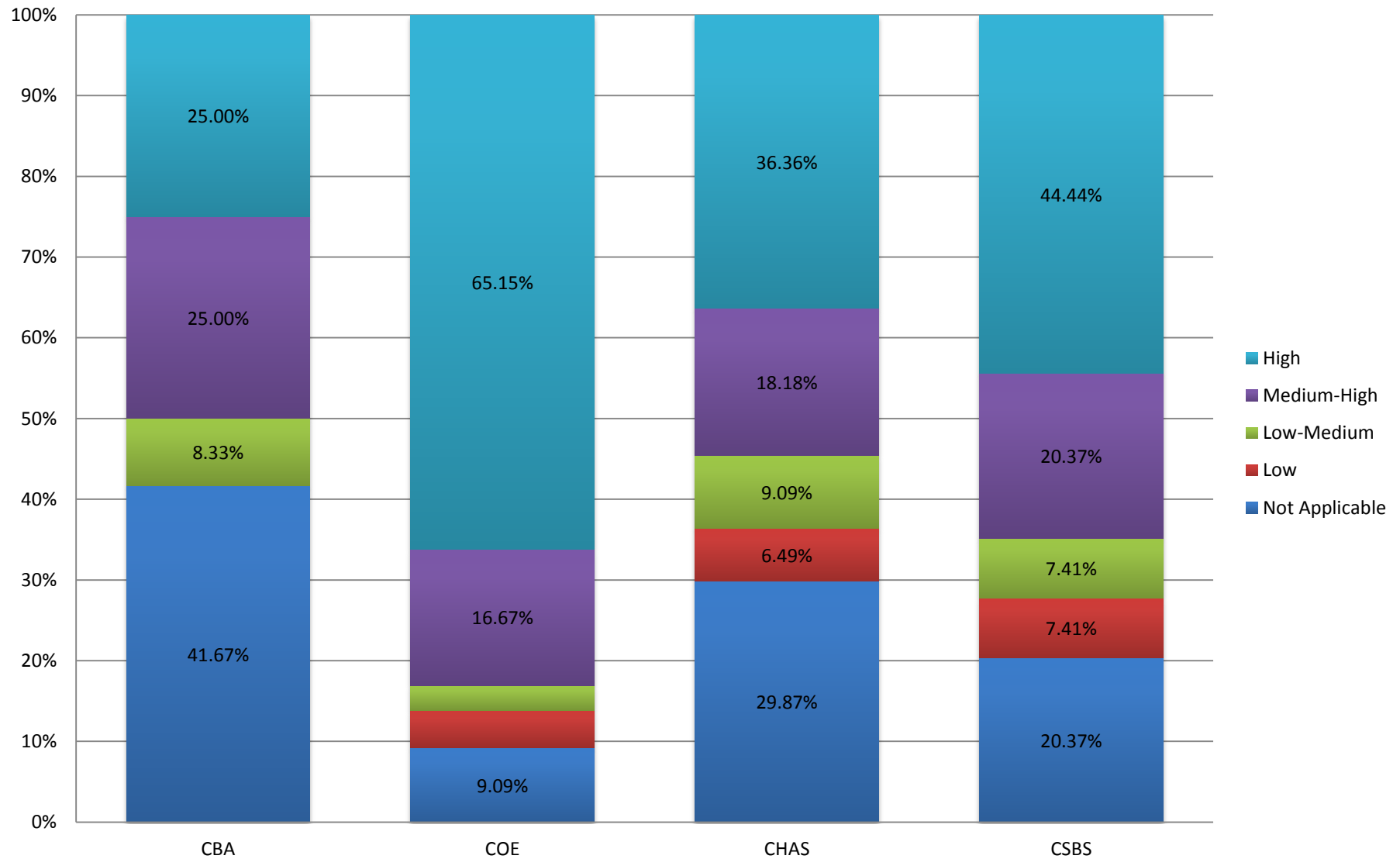
Students were also asked to fill out an area that based their satisfaction of the same criteria as the reasons for attending graduate school. These answers were based on the same scale, from “Low” to “High”.



Students seemed to be very satisfied with their “Intellectual Stimulation”, “Learning new/technical skills relevant to their career” and “Personal growth/fulfillment”, with over 90% of respondents answering “Medium-High” or “High” on these reasons. The following graphs show this information by college.

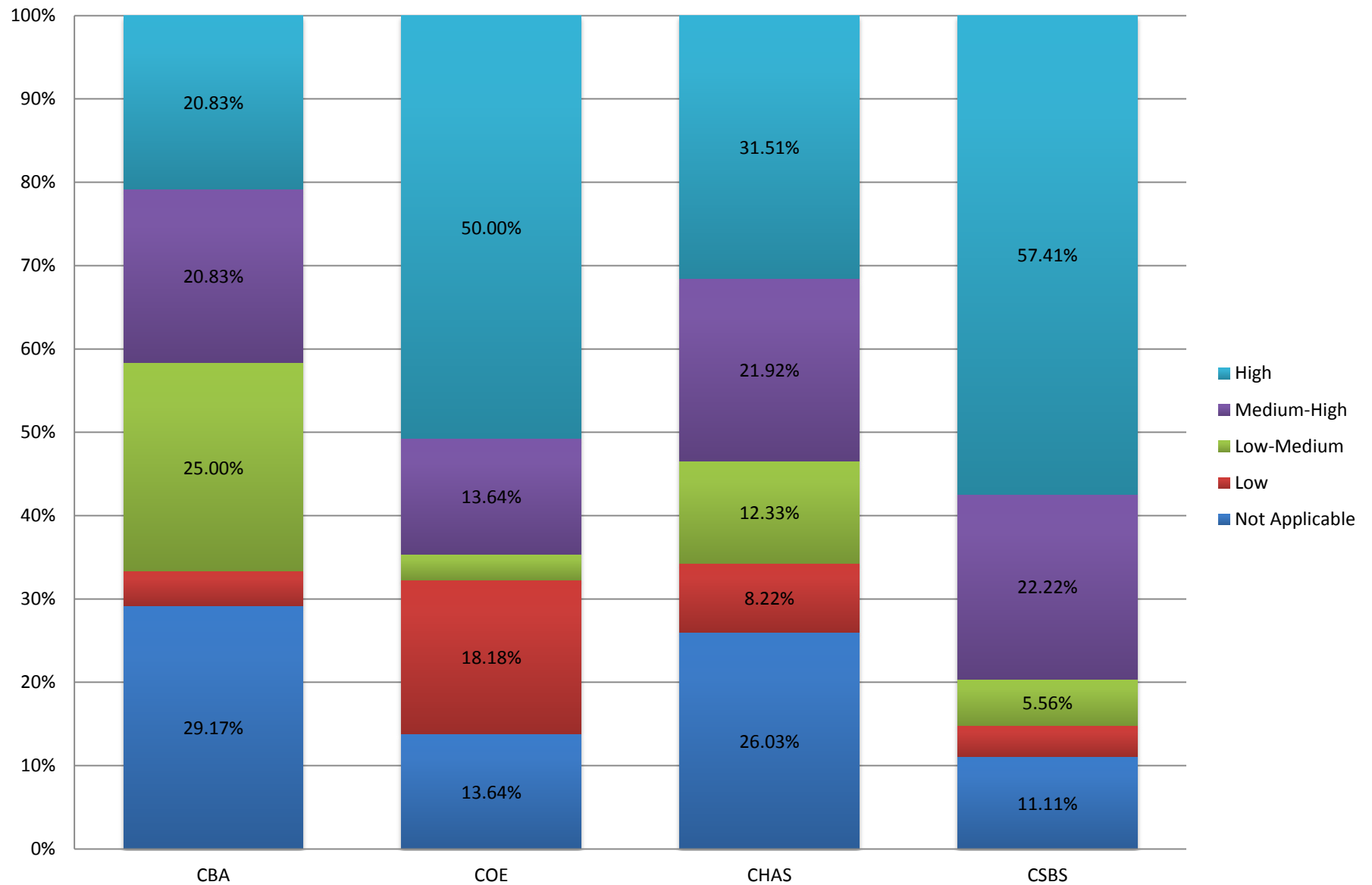
Satisfaction of attending: Advancement or promotion in a career already begun

N = 221



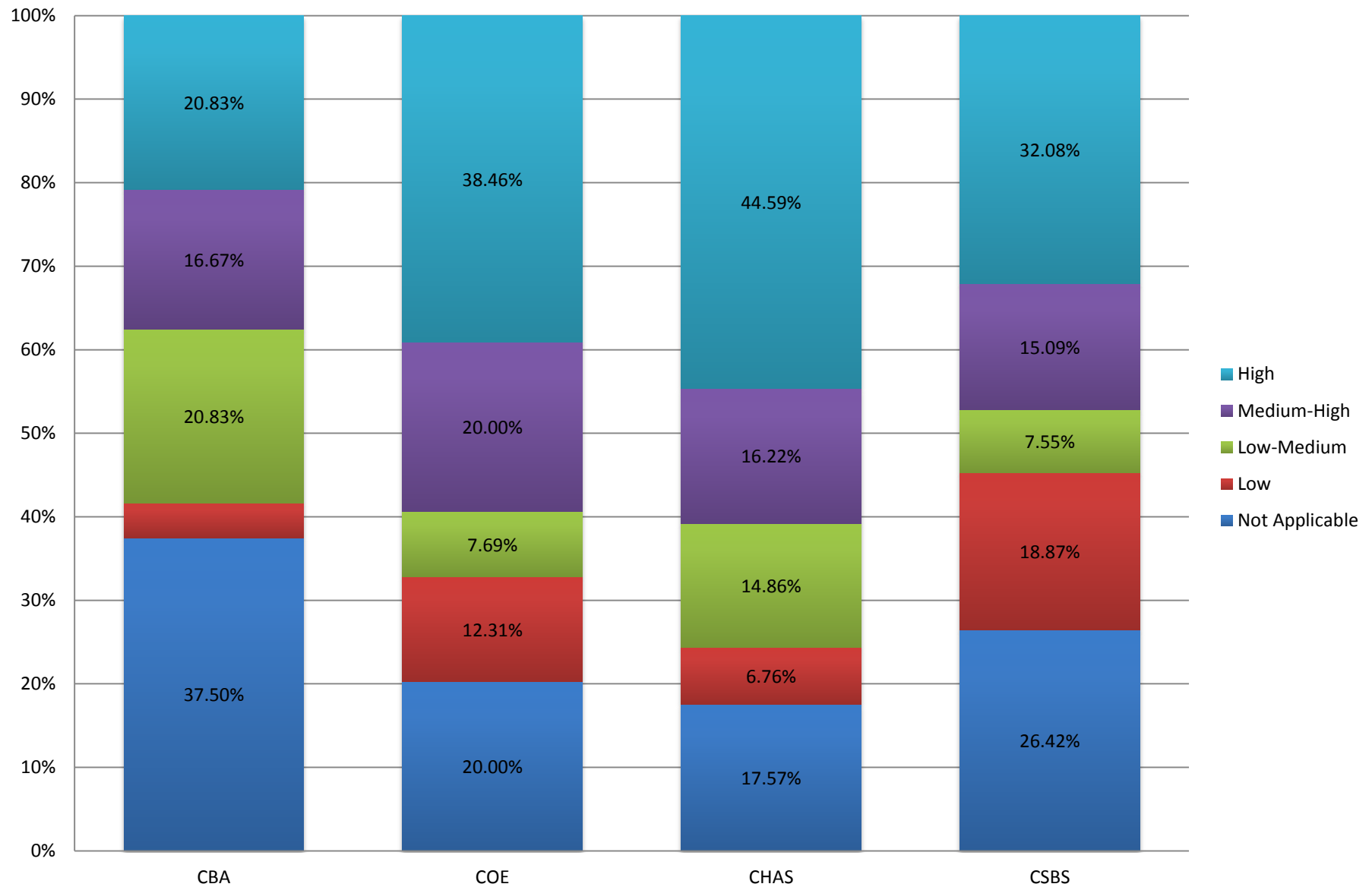
Satisfaction of attending: Entry into a new career

N = 217



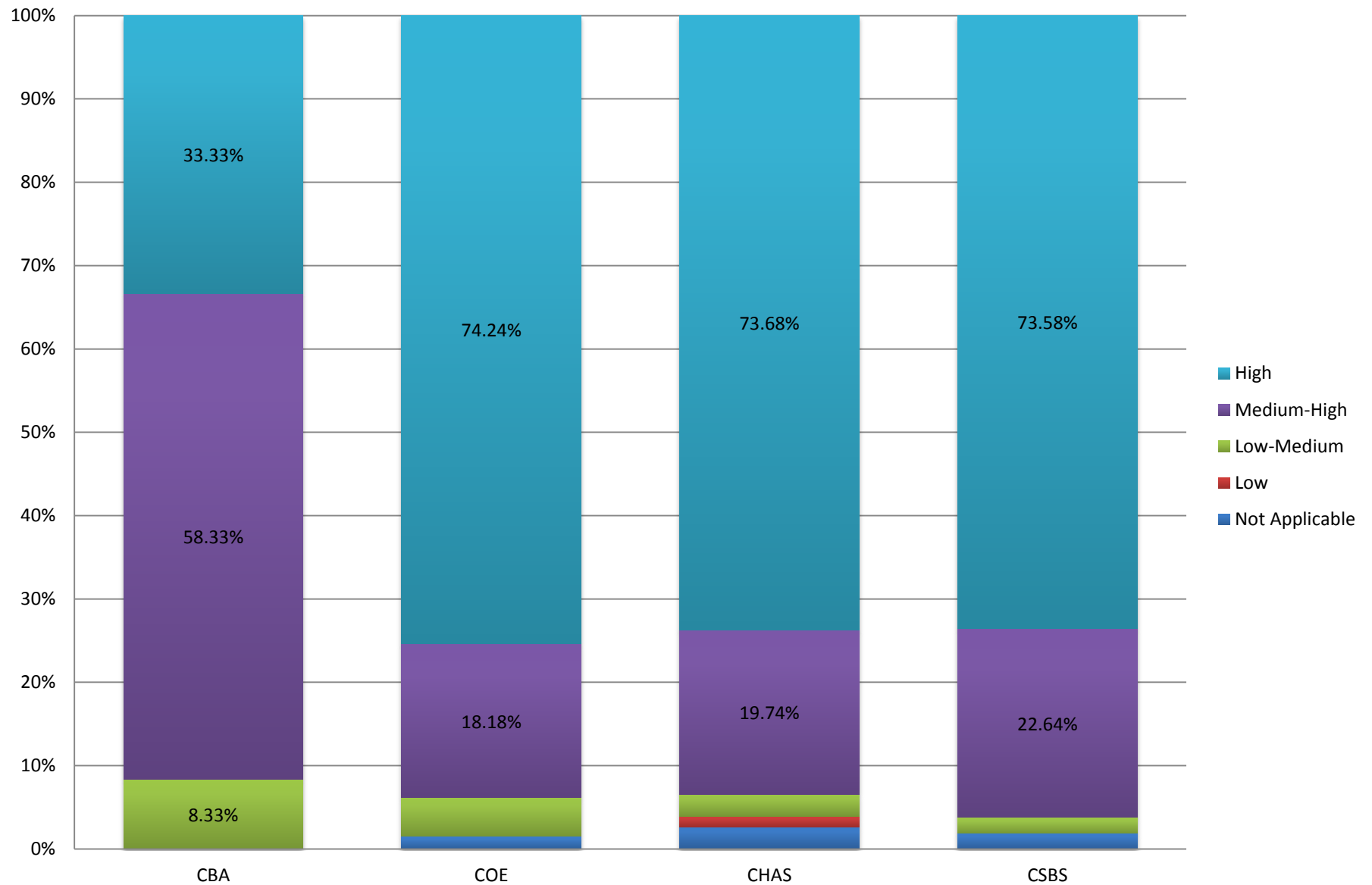
Satisfaction of attending: Preparation for further graduate education

N = 216



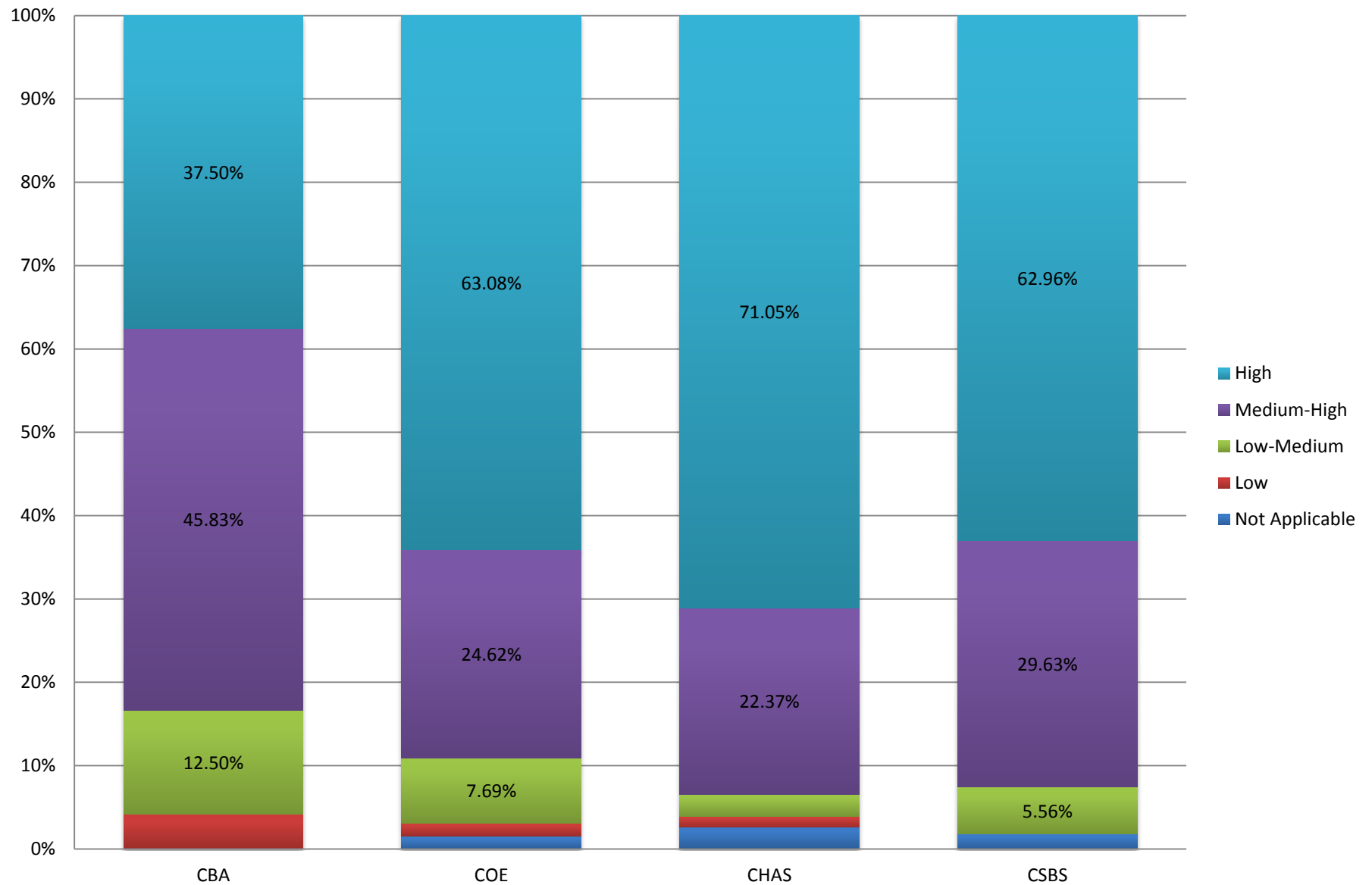
Satisfaction of attending: Personal growth/fulfillment

N = 219



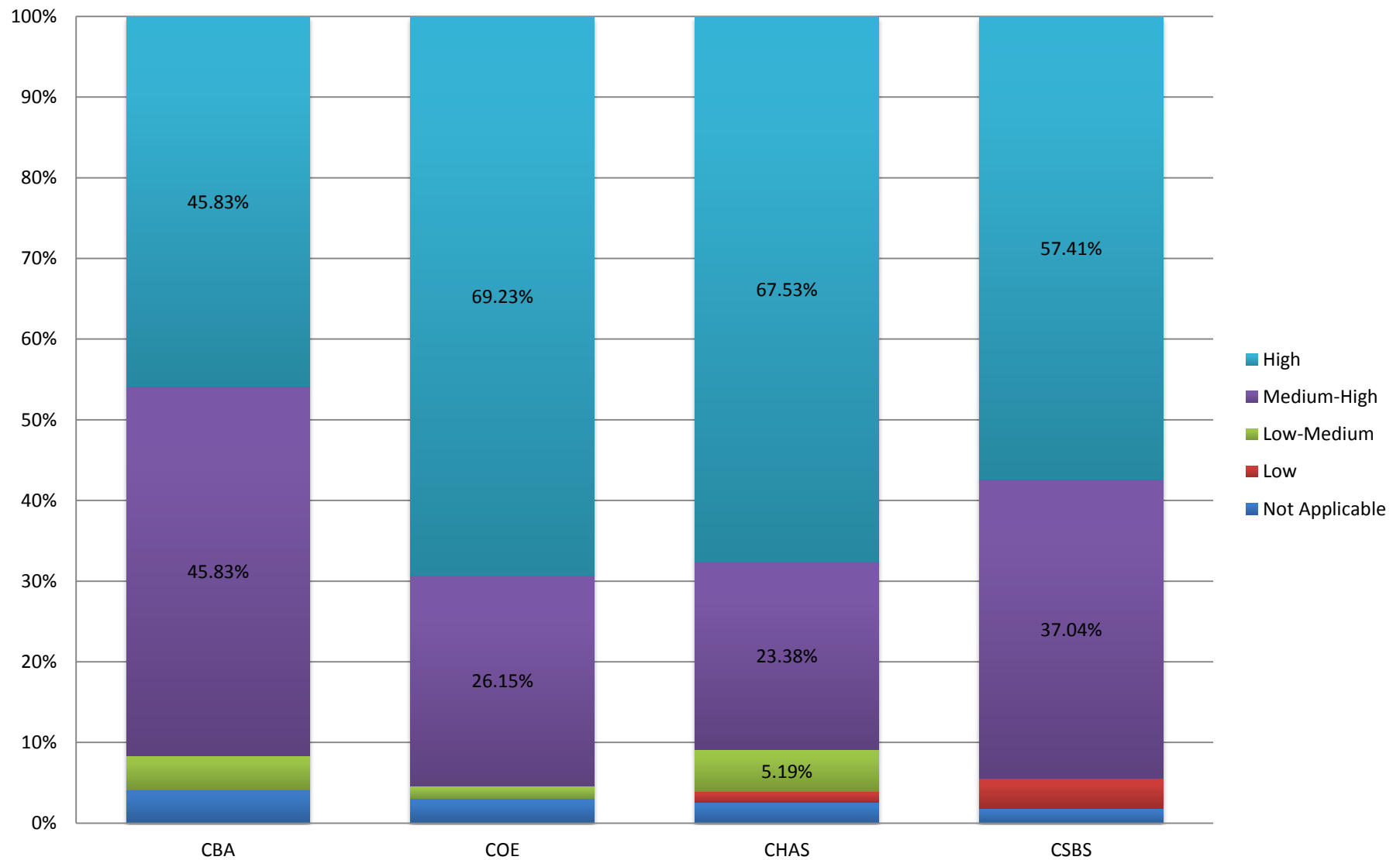
Satisfaction of attending: Intellectual stimulation

N = 219



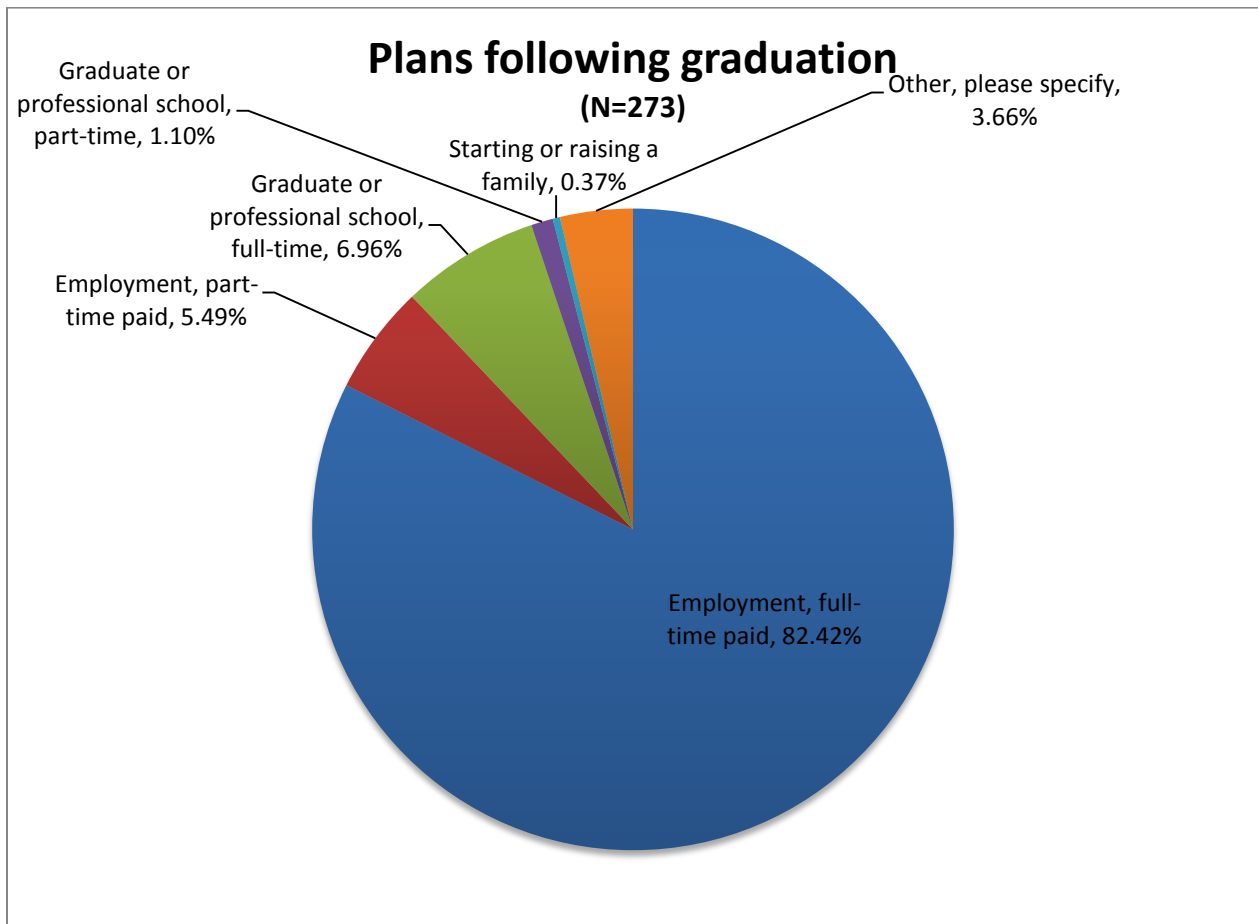
Satisfaction of attending: To learn new intellectual/technical skills relevant to my career

N = 220

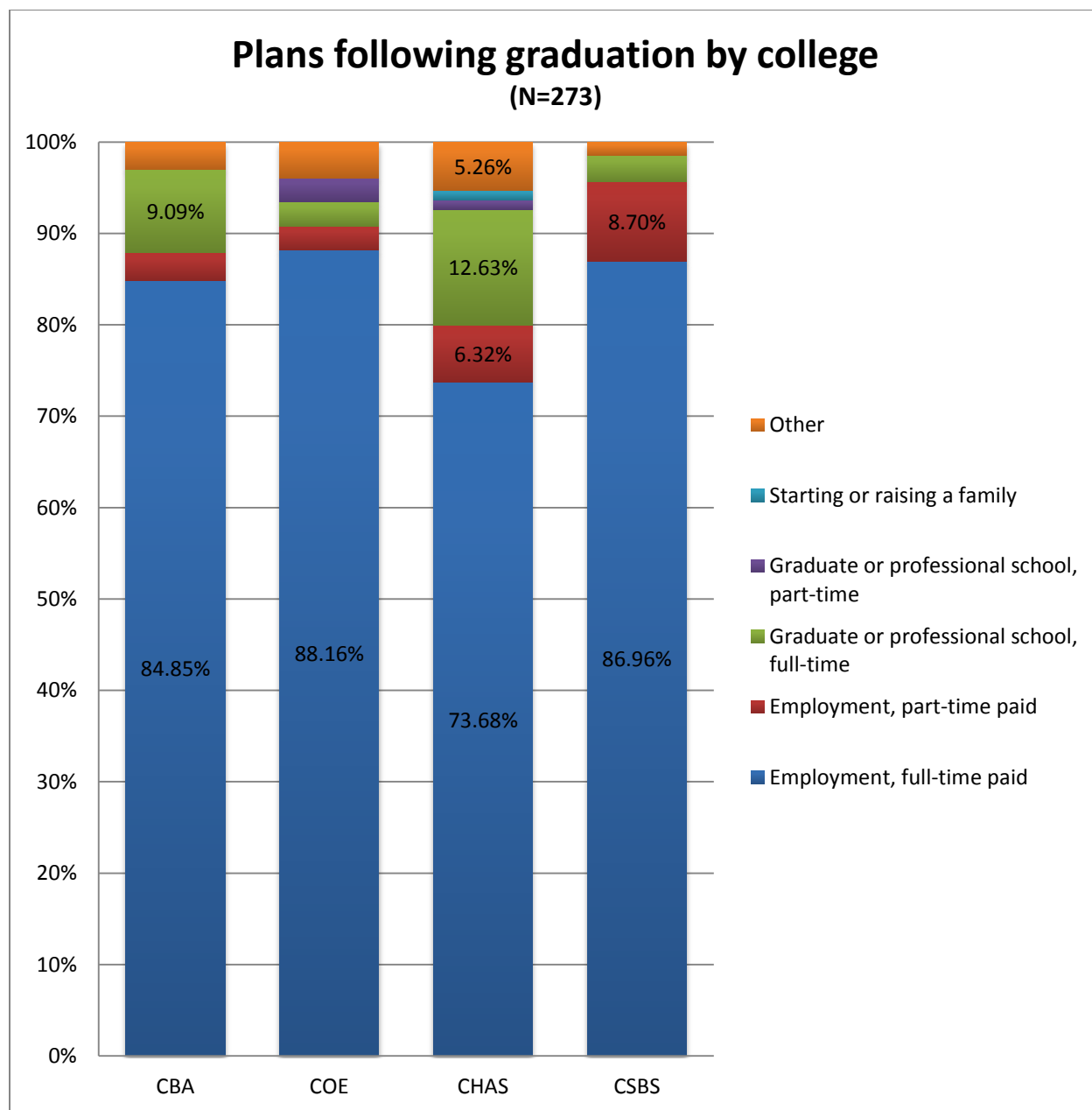


PLANS FOLLOWING GRADUATION

Continuing the trend from last year, most graduates are planning on going into full-time employment post-graduation. Also like last year, the least chosen plan was "Starting or raising a family".



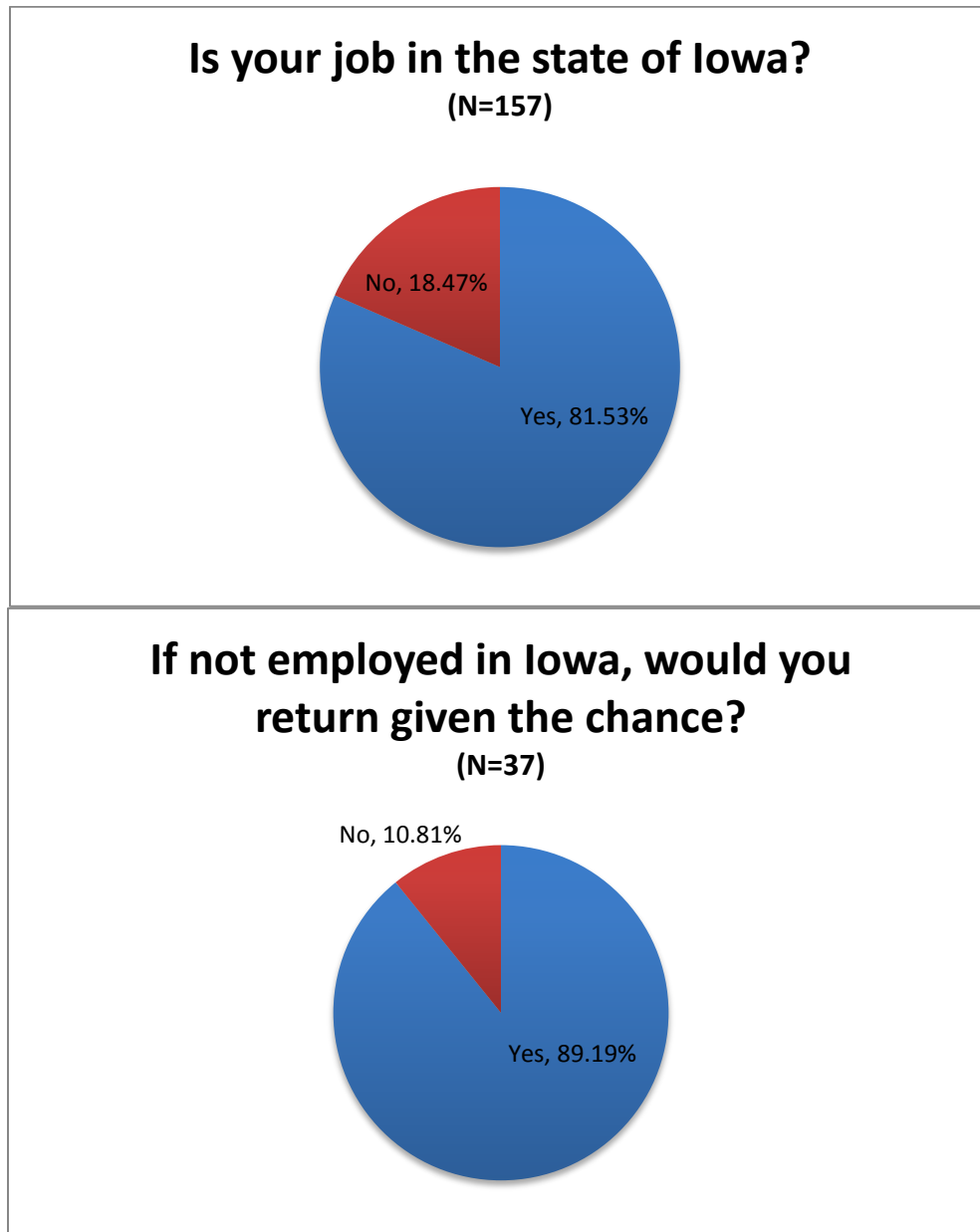
Many of the "Other, please specify" responses included: "CPA Exam" or "Student Teaching".



Here is the same data, split up by college. All of the colleges have a somewhat similar response percentage in regard to full-time employment; with CHAS being the college that has the smallest percentage planning on going into full time employment. This is because CHAS has a relatively large percentage of students going on to further education.

EMPLOYMENT DETAILS

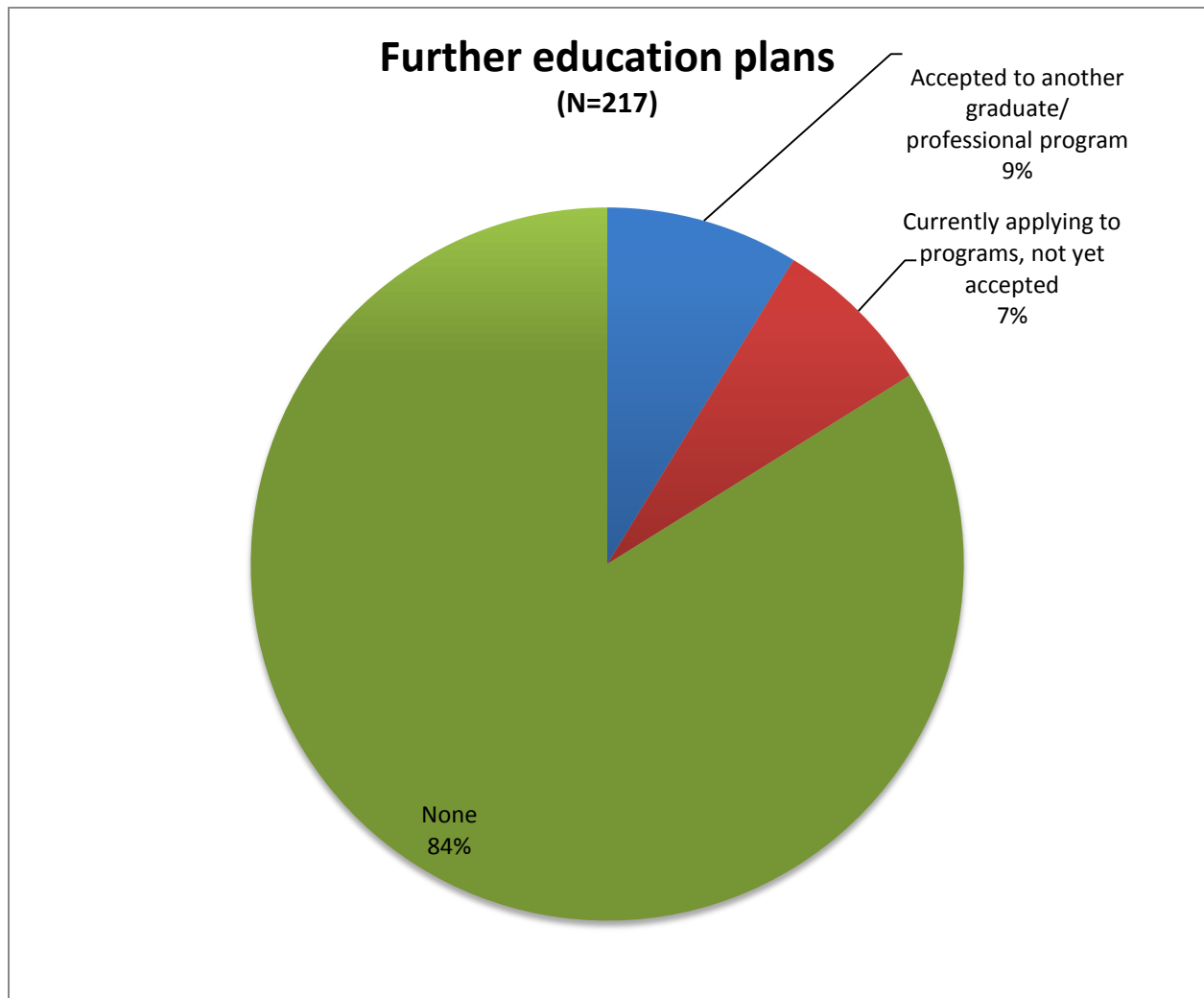
Students were also asked whether or not their job was in the state of Iowa, and if they would return, if possible.



The students that said they were not being employed in Iowa had a variety of states, but most of them were in/near the Midwest. Only a few students were going out of the United States.

EDUCATION PLANS FOR THE FUTURE

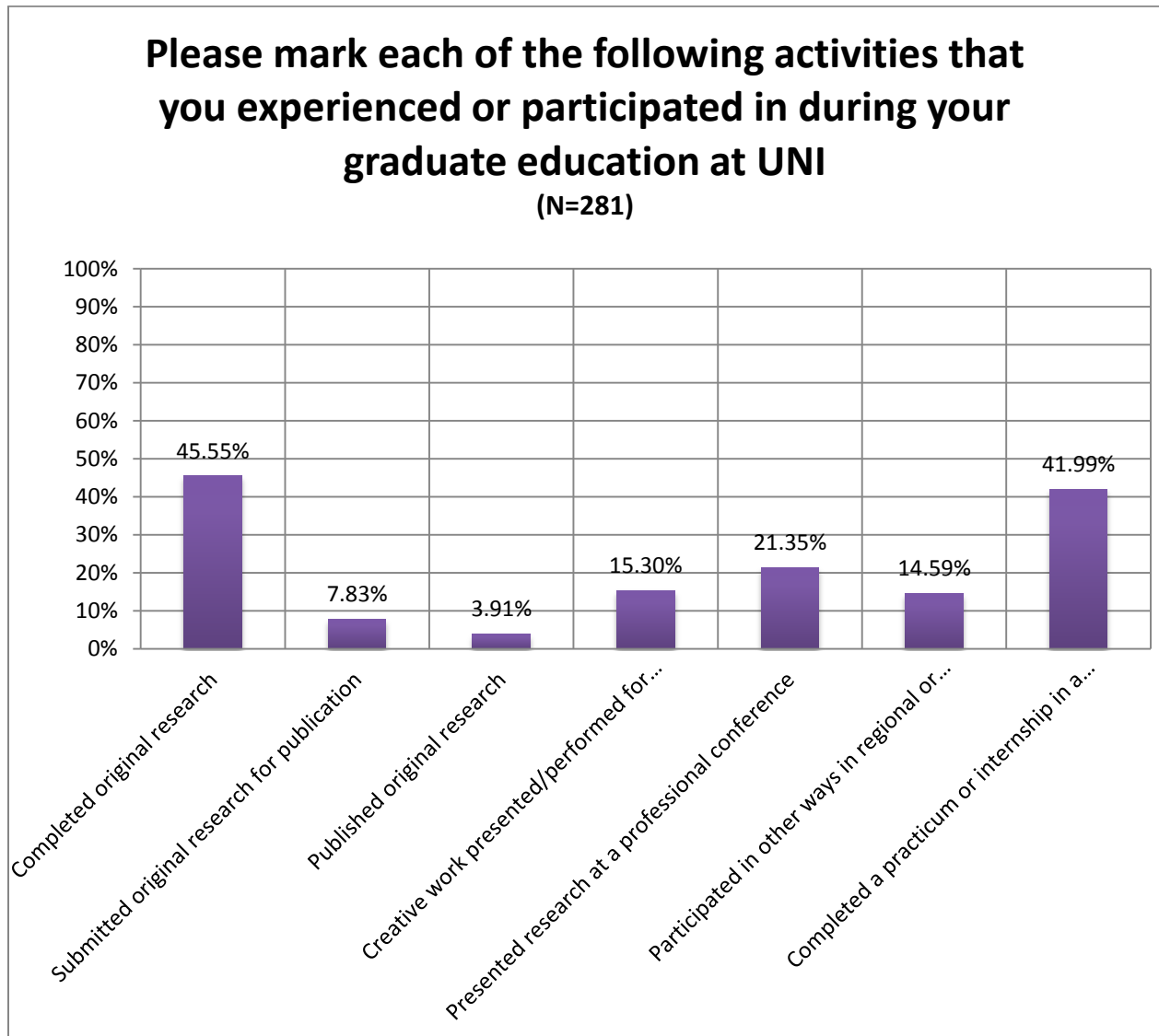
Students were also asked if they planned on continuing their education.



9% (19 students) of respondents were already accepted, and another 7% (16 students) were applying to programs at the time of the survey.

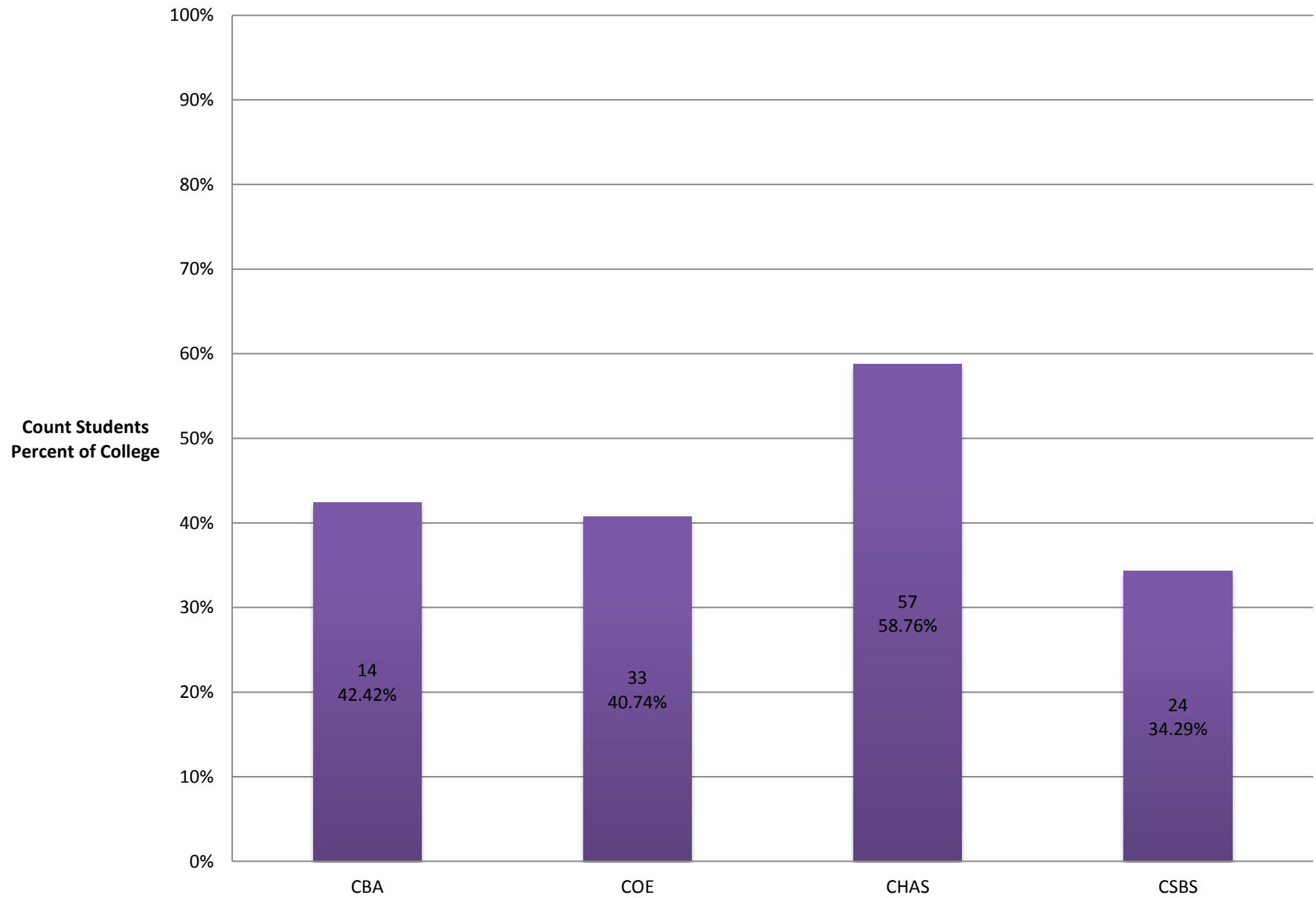
ACTIVITIES EXPERIENCED OR PARTICIPATED IN DURING GRADUATE CAREER

Students were also asked what kind of scholarly activities that they participated in during their graduate education at UNI.

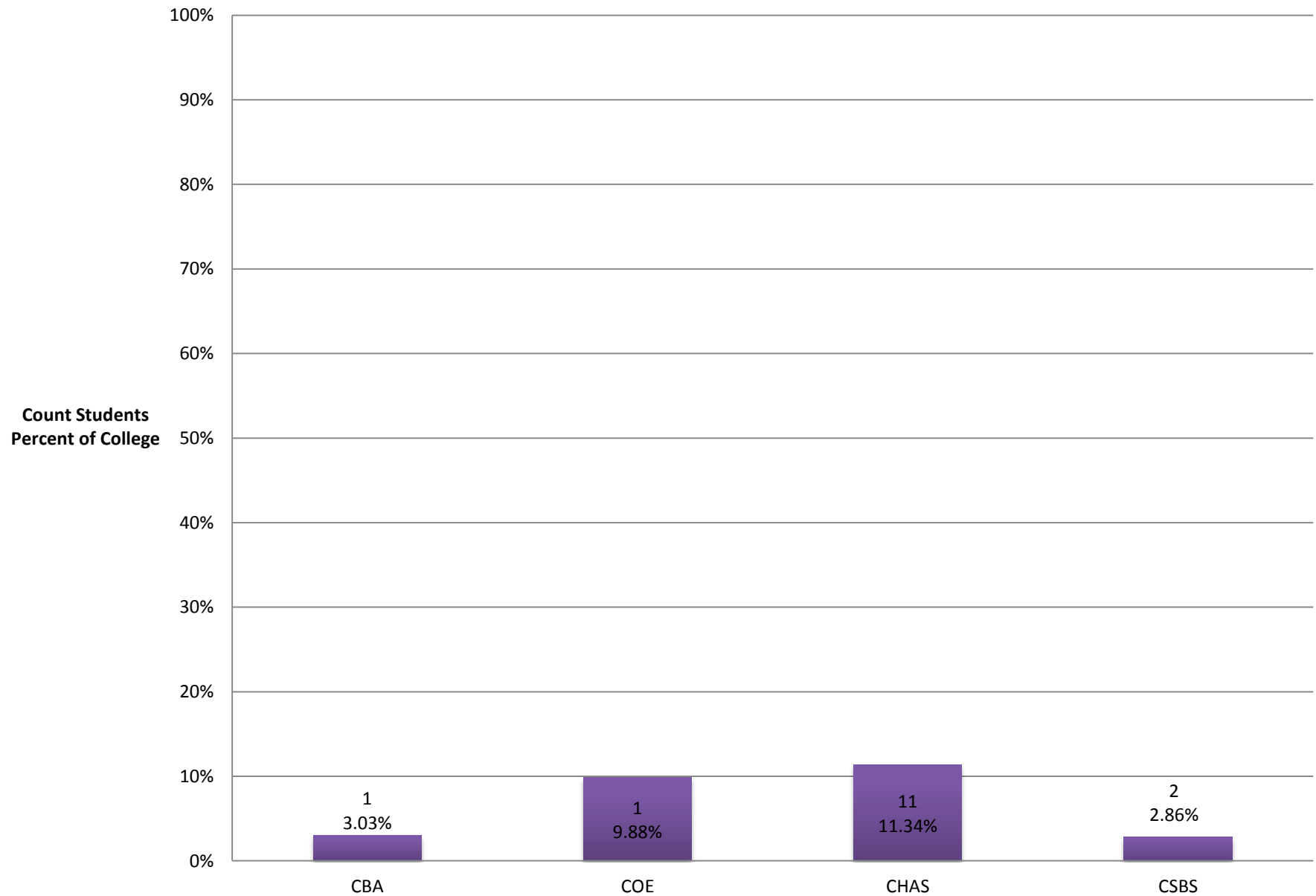


Many students completed original research, but of the students that did complete research, many of them did not submit or publish. There was also a large portion of students that completed an internship or practicum in a professional setting.

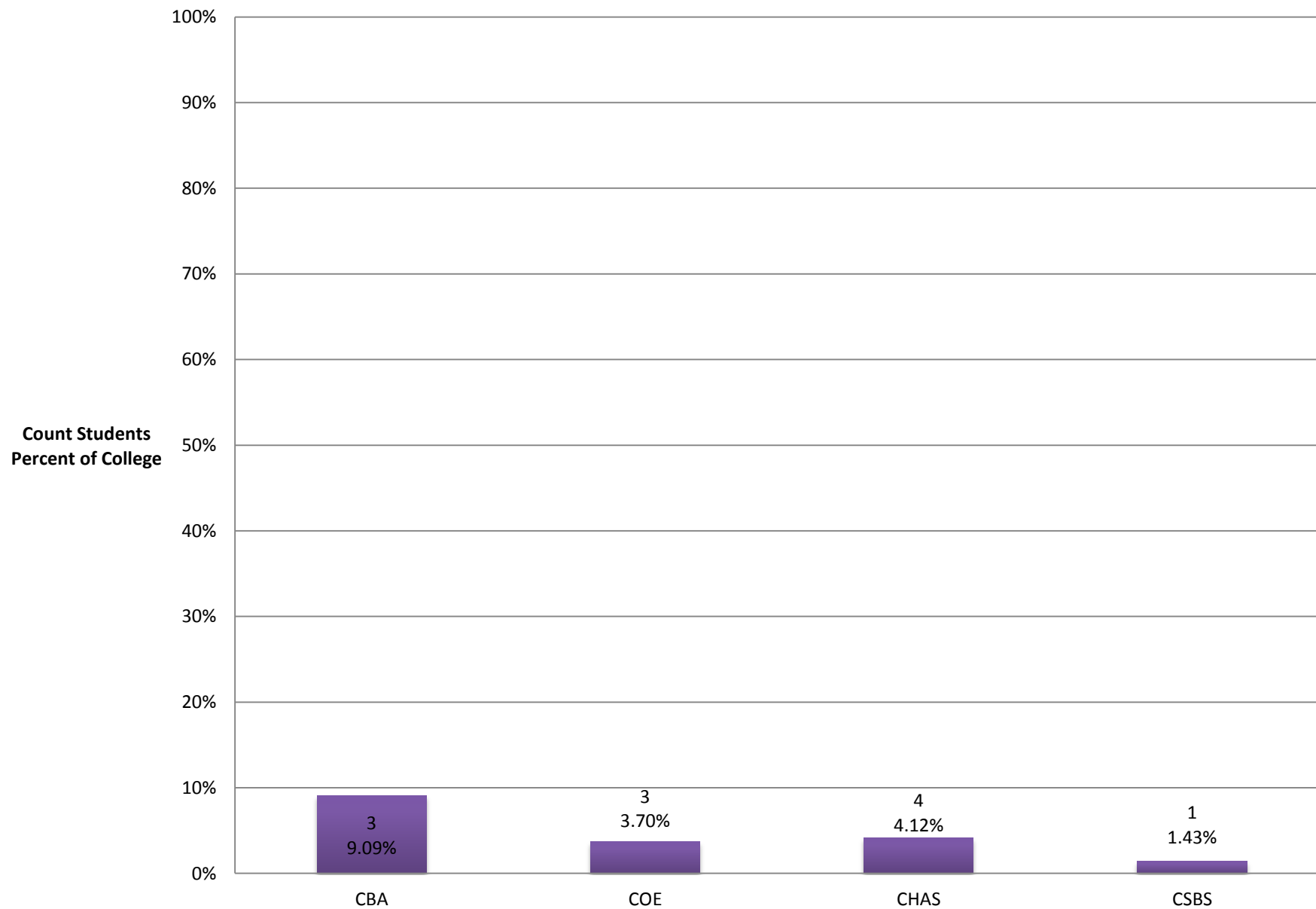
Respondents that: Completed original research by college



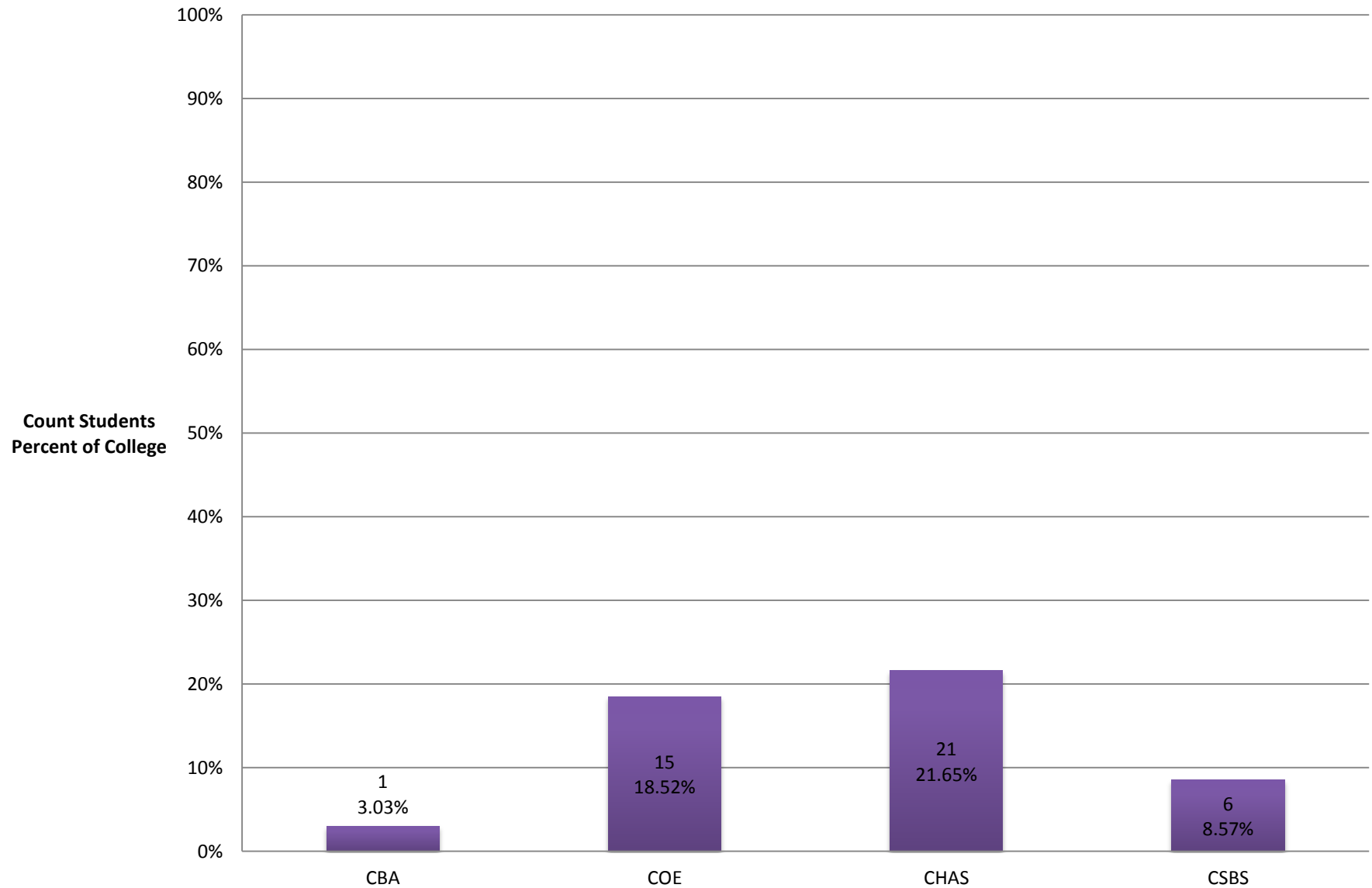
Respondents that: Submitted original research for publication by college



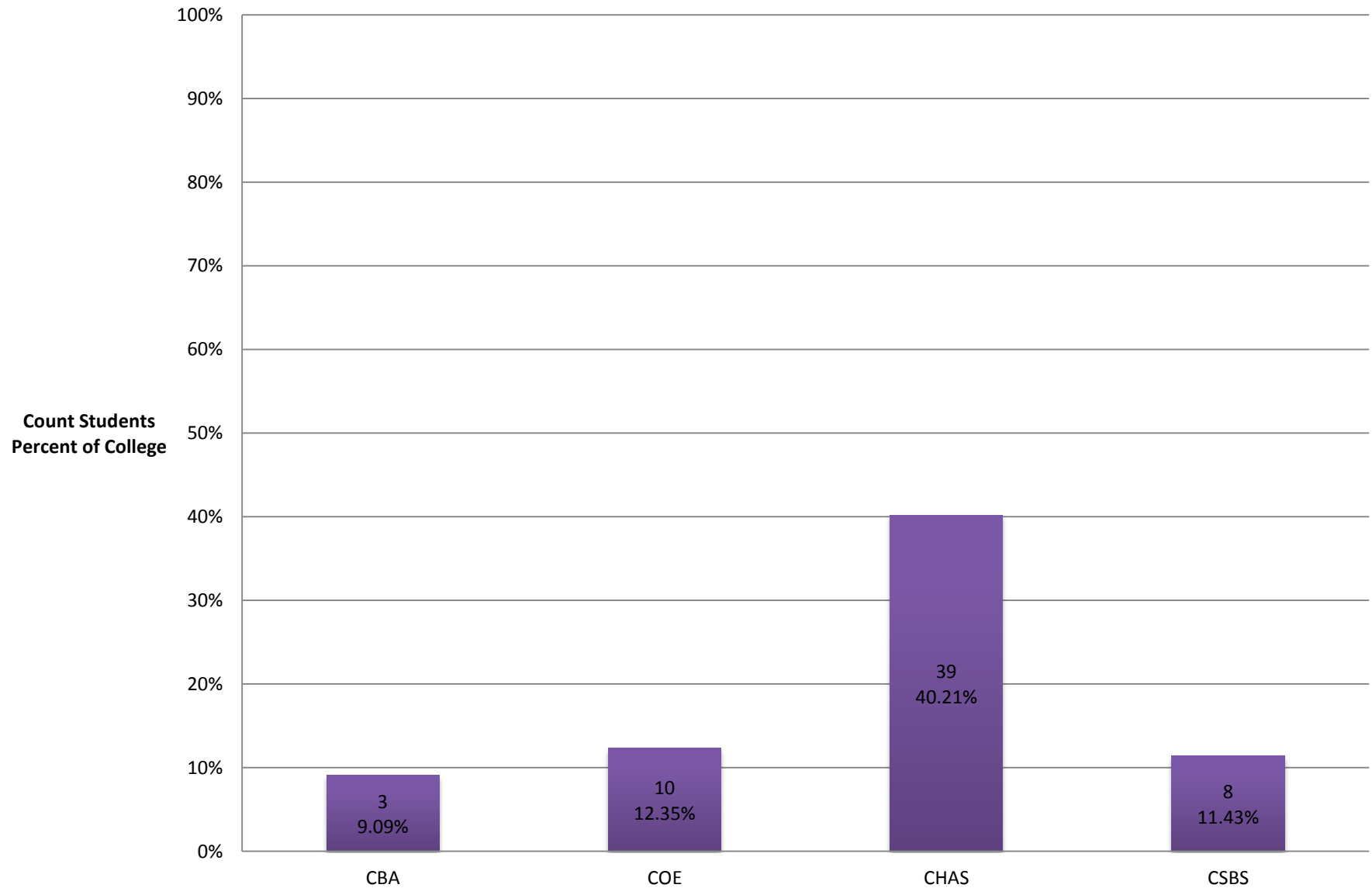
Respondents that: Published original research by college



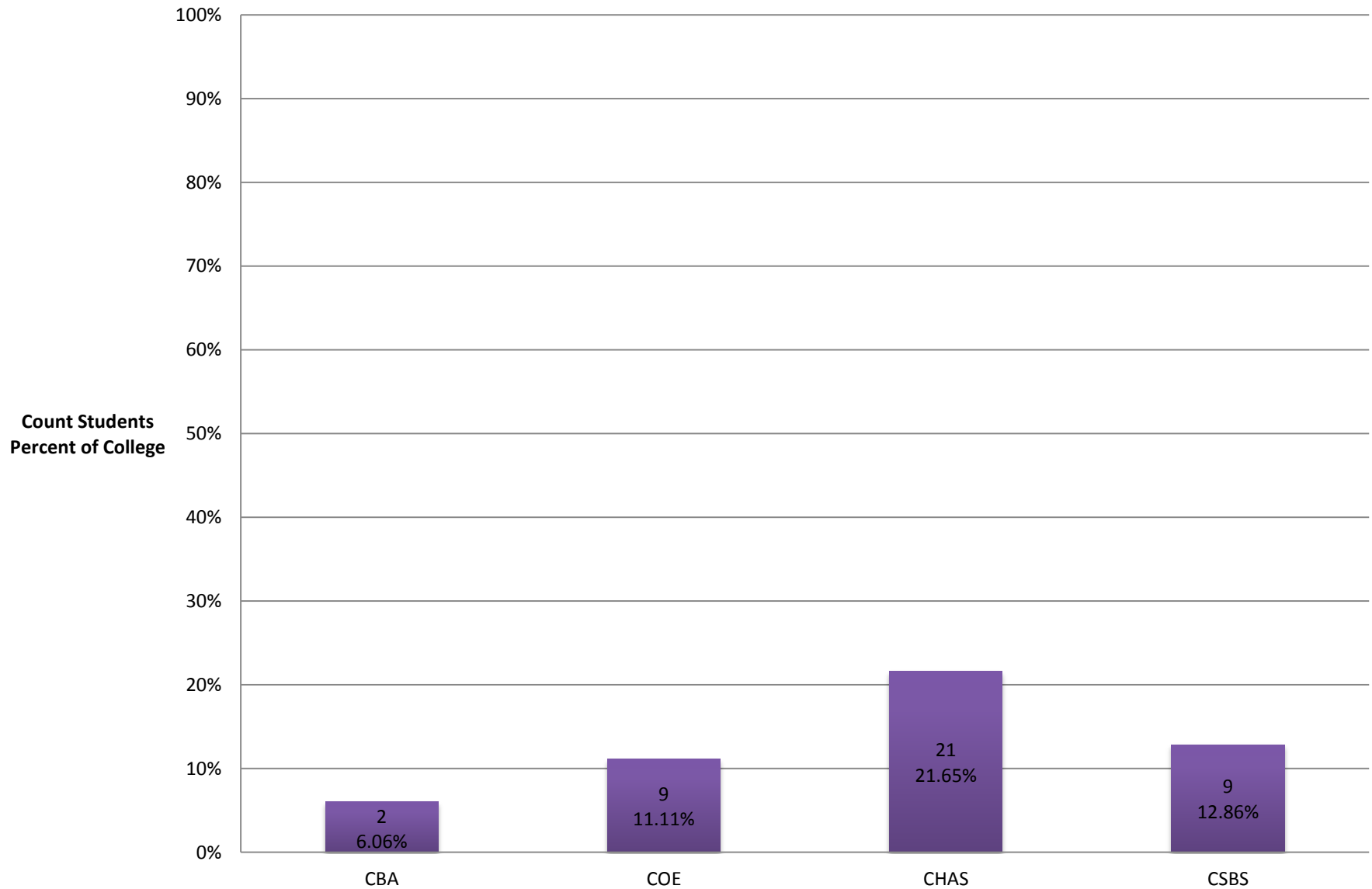
Respondents that: Creative work presented/performed for professional review by college



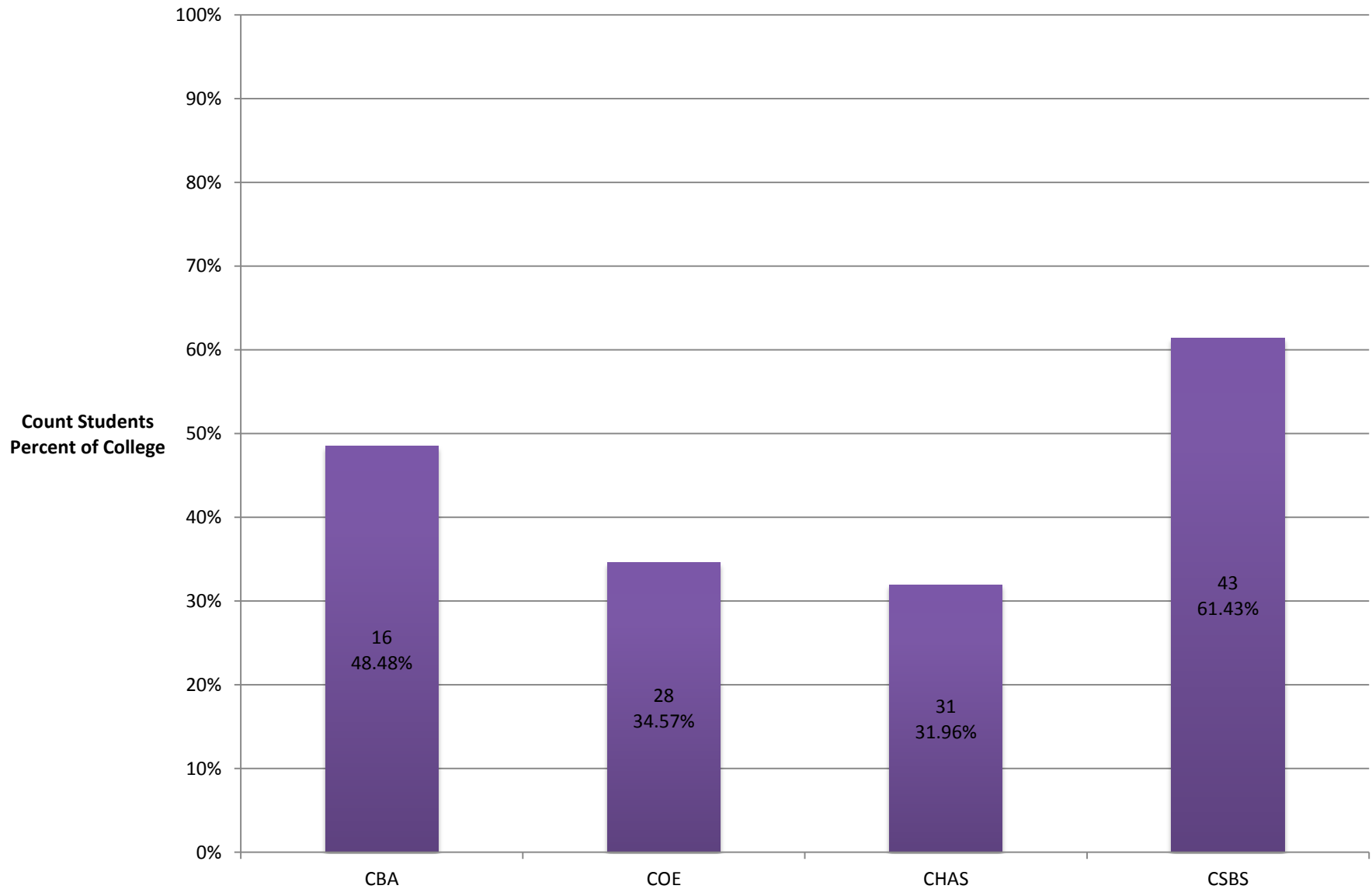
Respondents that: Presented research at a professional conference by college



Respondents that: Participated in other ways in regional or national professional society by college



Respondents that: Completed a practicum or internship in a professional setting by college



SURVEY HIGHLIGHTS

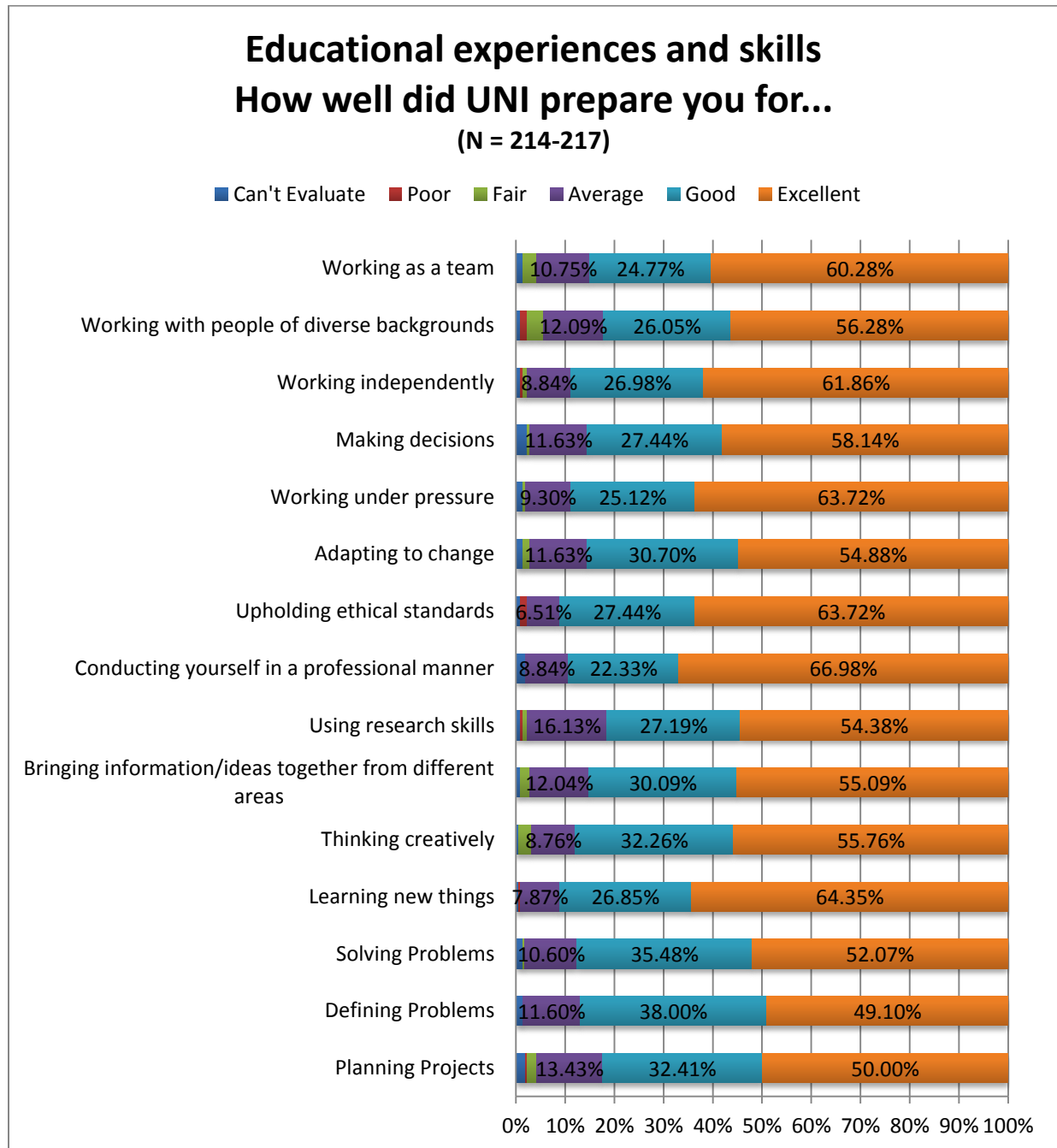
There were many questions that had **very high positive results**. In the section of “Educational Experiences and Skills” positive choices were “Good” or “Excellent”. In the section titled “Academic and Social Environment” positive choices were “Agree” and “Strongly Agree”.

- 91.16% of respondents reported positive choices for upholding ethical standards
- 91.2% of respondents reported positive choices for learning new things
- 93.93% of respondents reported positively for I believe I have received a high quality graduate education from UNI
- 97.67% of respondents reported that at least one faculty member showed an active interest in their educational/career goals
- 96.26% of respondents reported that the graduate faculty they had contact with were committed to advancing student learning
- 97.69% of respondents said that my graduate learning experience was cumulative over a series of courses in my program

In the following charts this information and more will be presented.

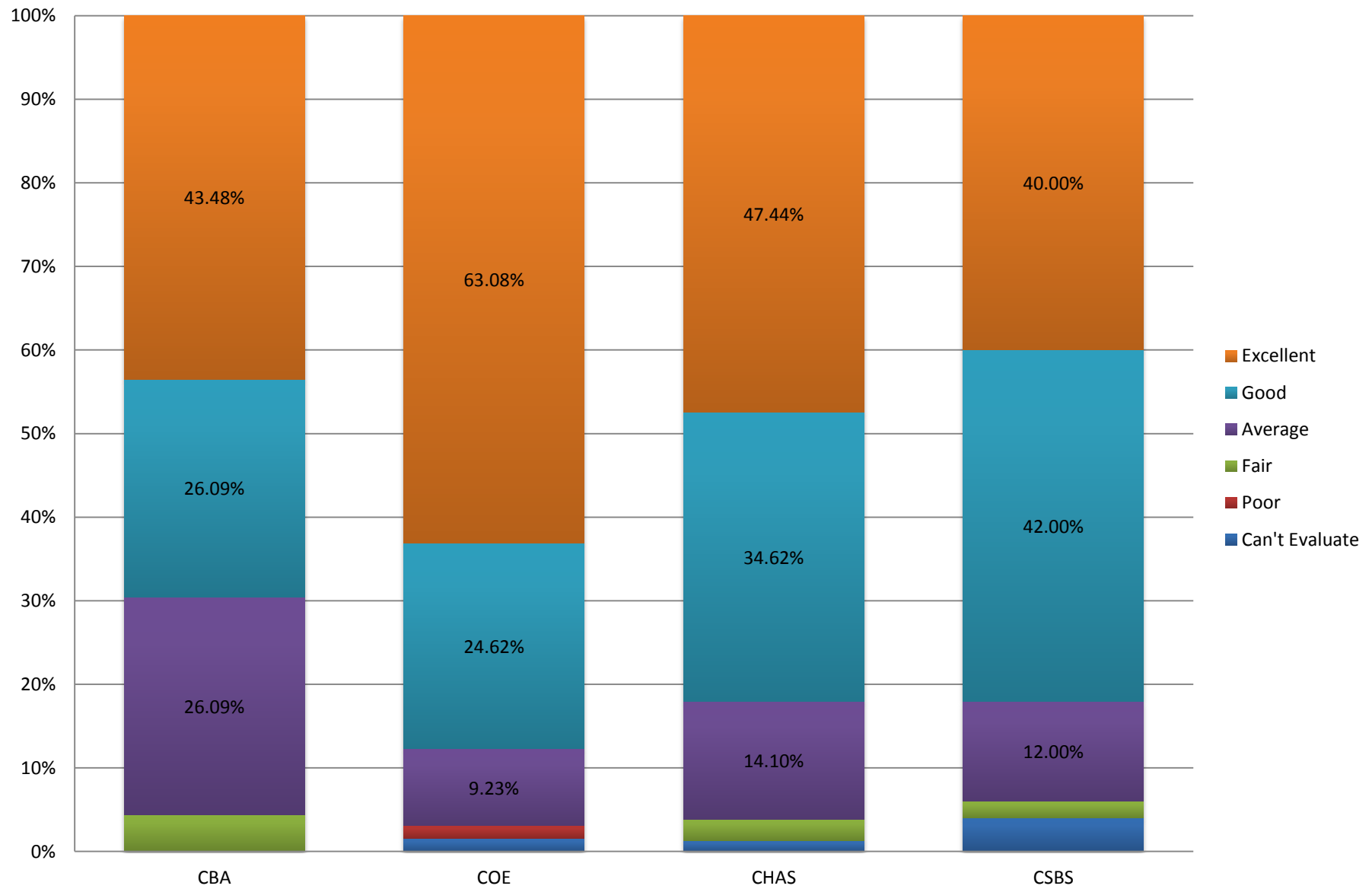
EDUCATIONAL EXPERIENCES AND SKILLS

THE following graphs show information regarding how students believe UNI has prepared them for the future.



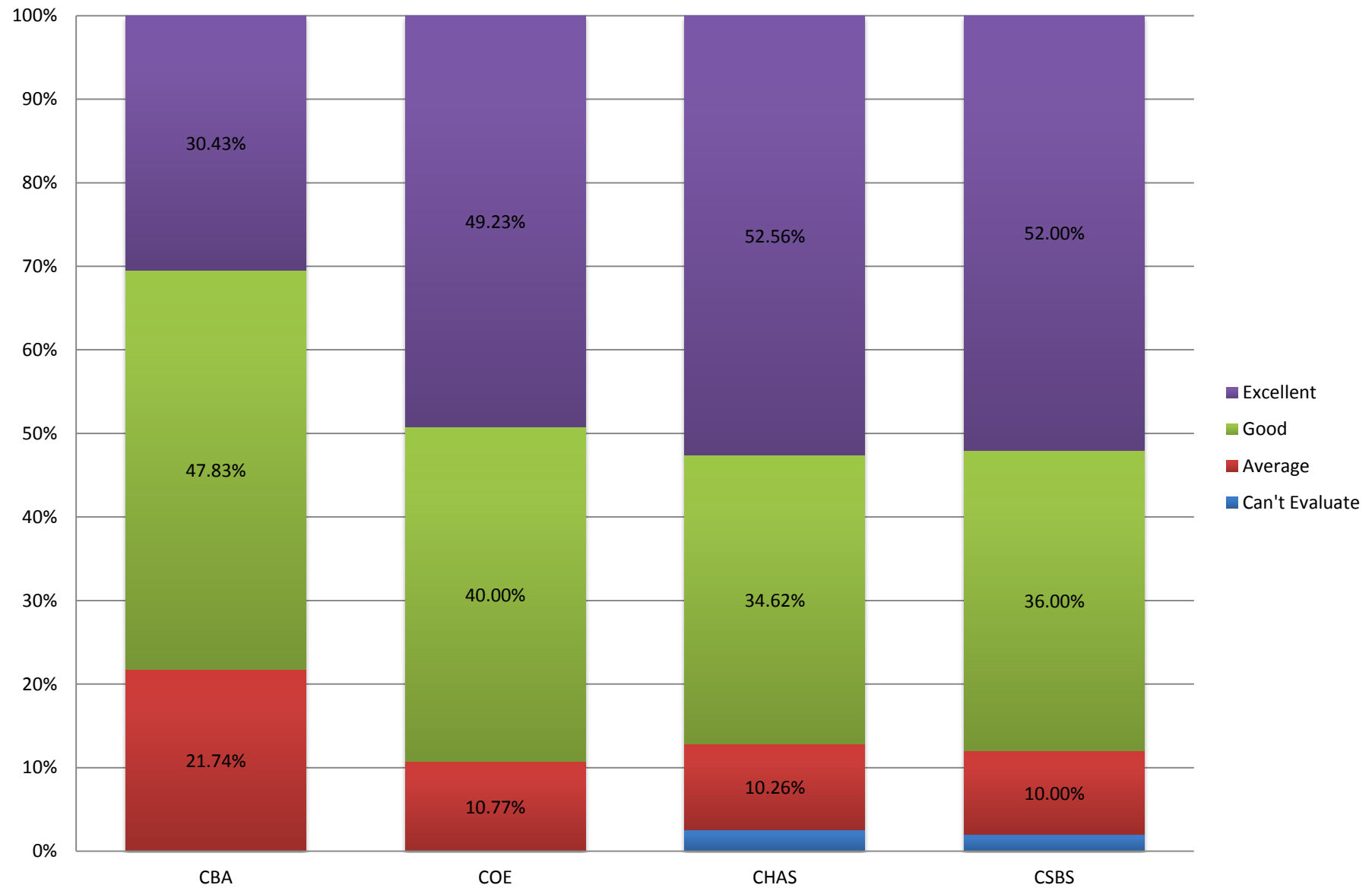
Planning projects

N = 216



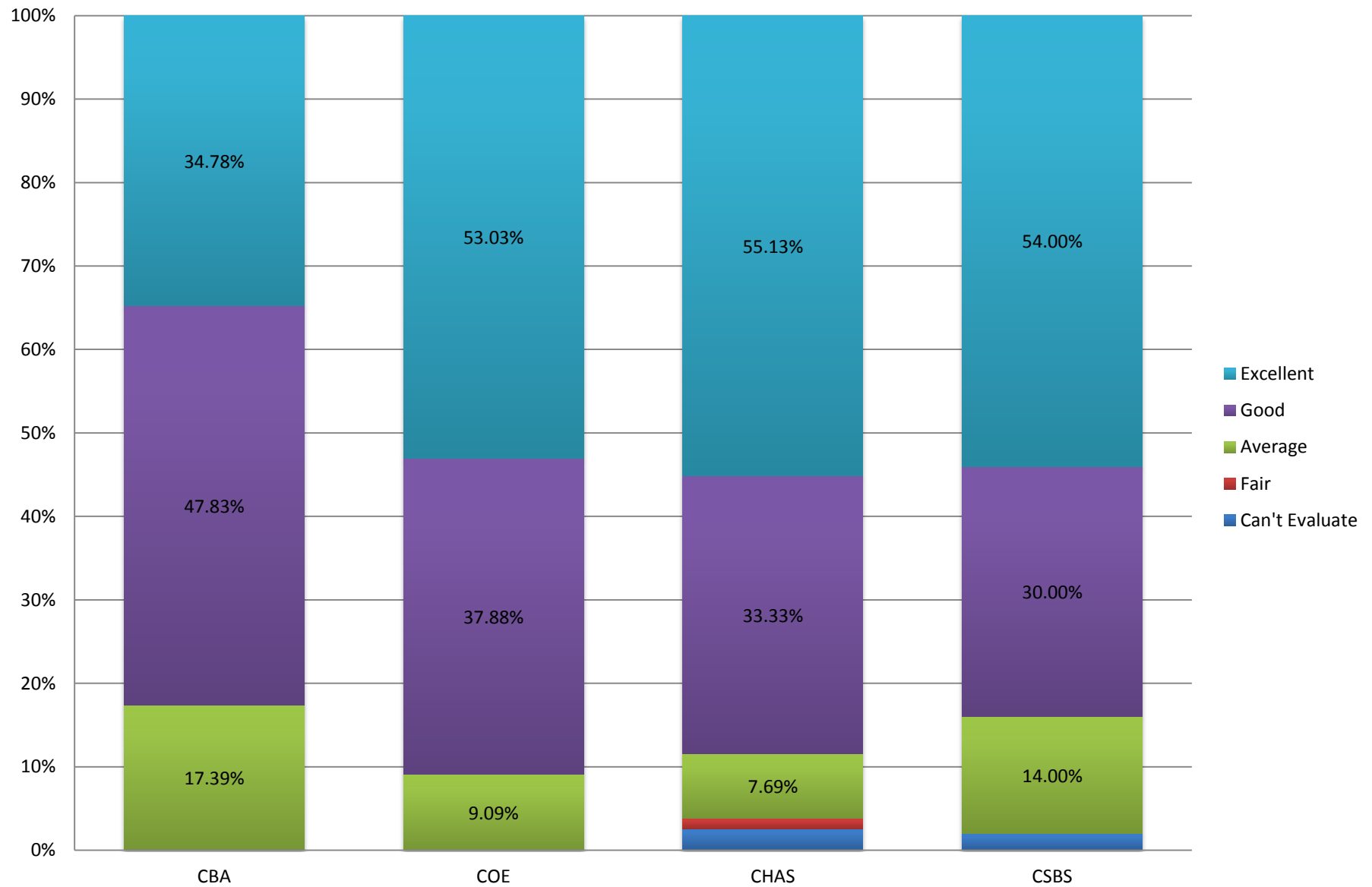
Defining problems

N = 216



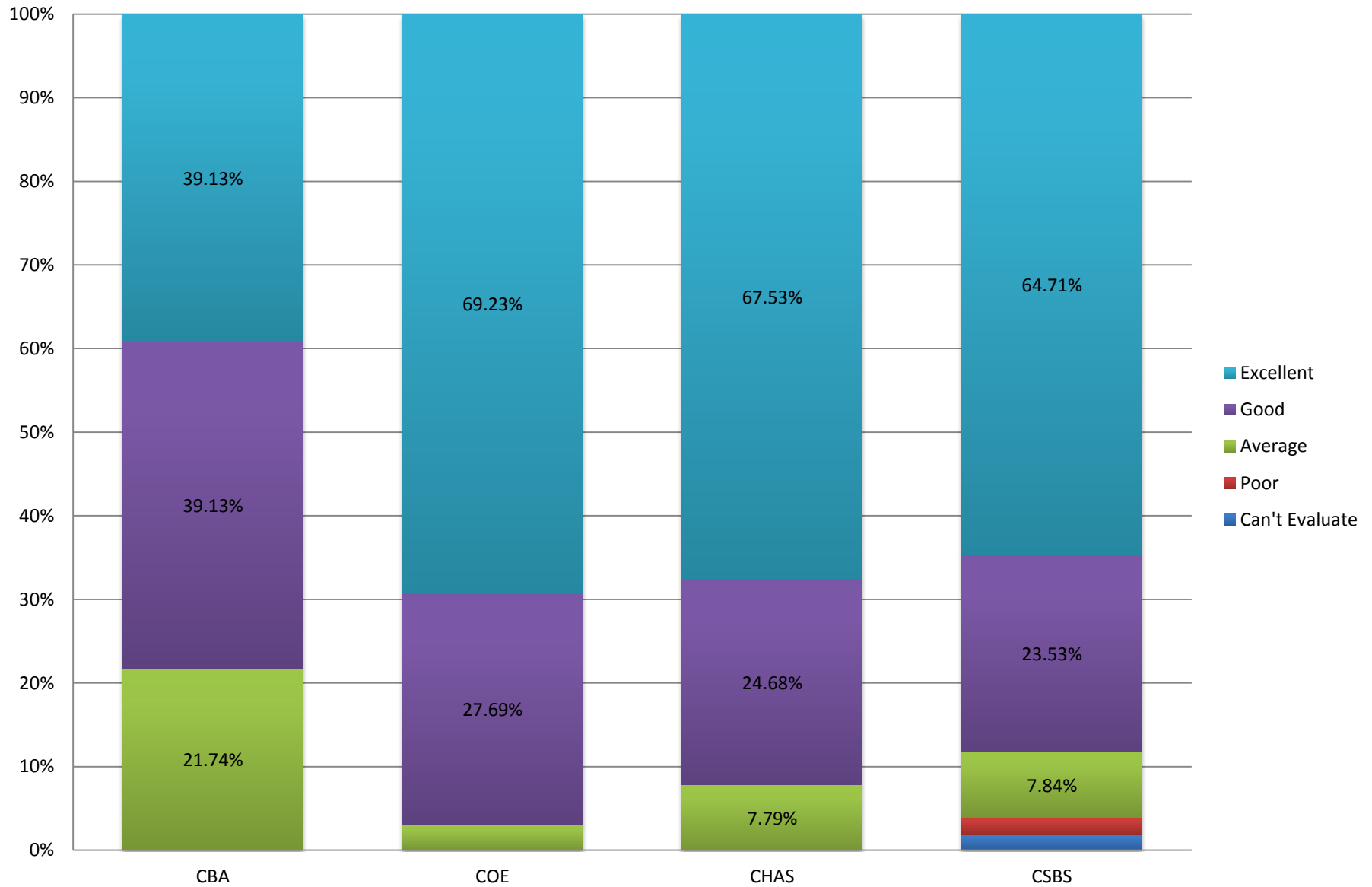
Solving problems

N = 217



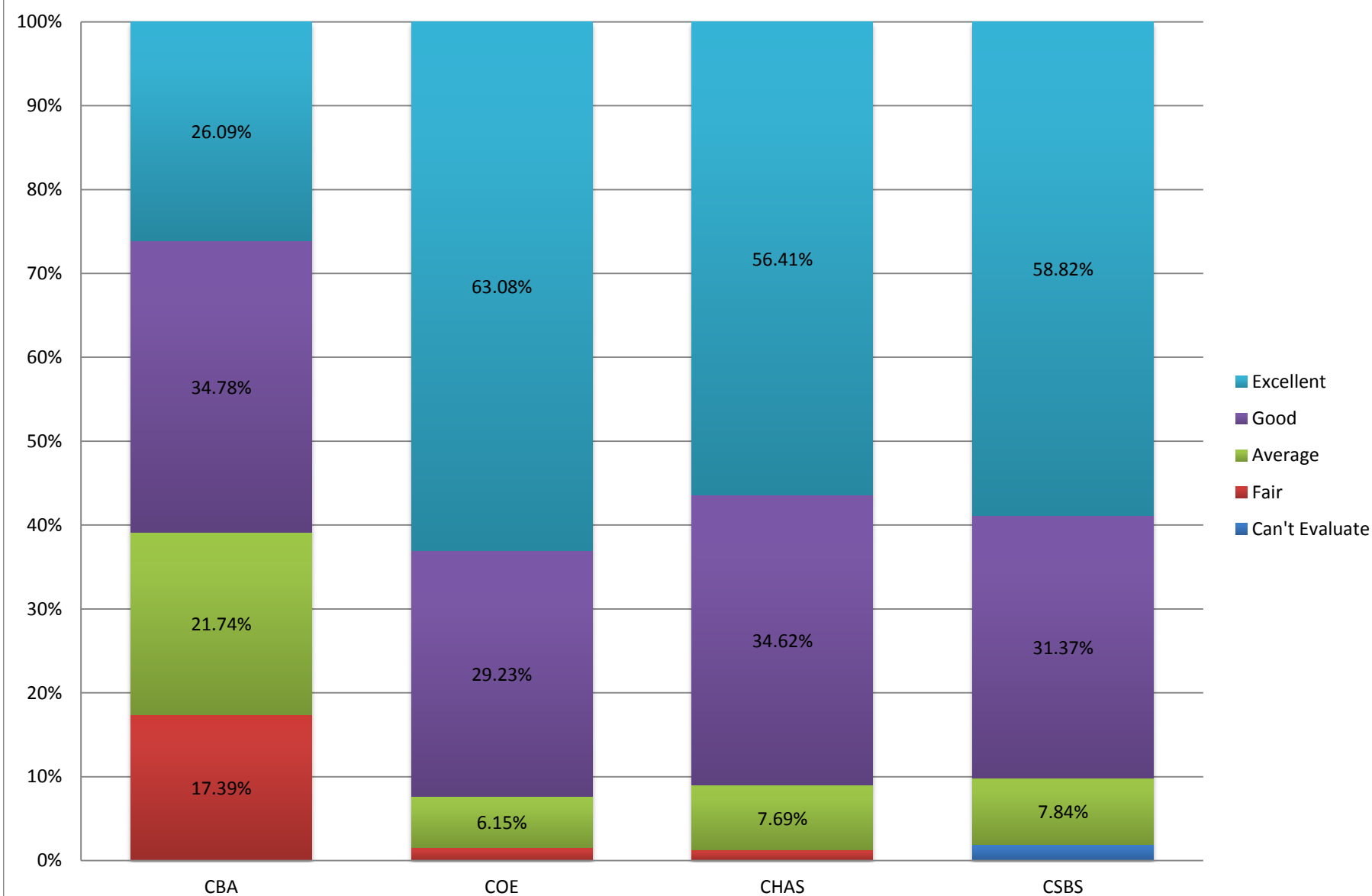
Learning new things

N = 216



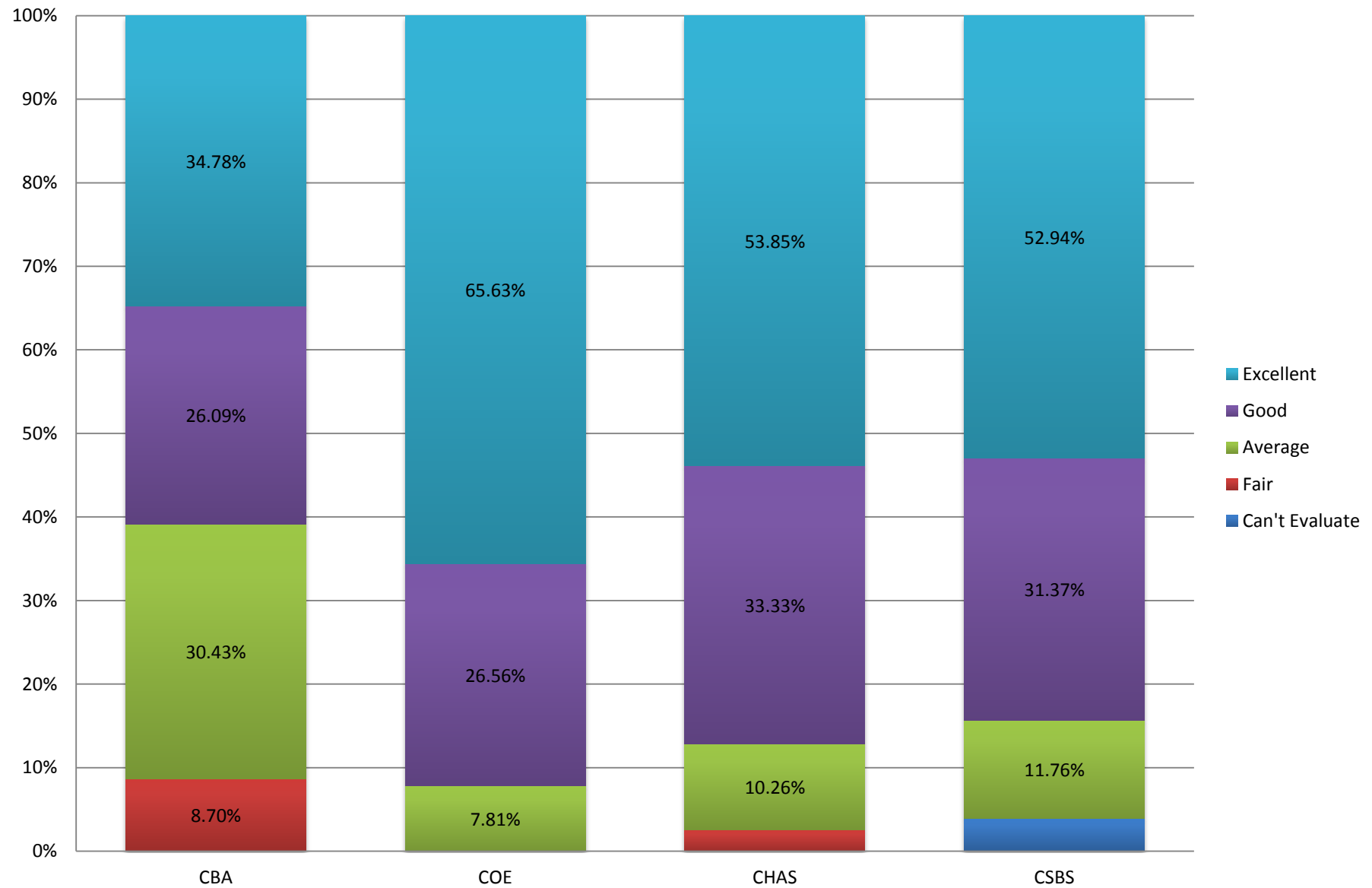
Thinking creatively

N = 217



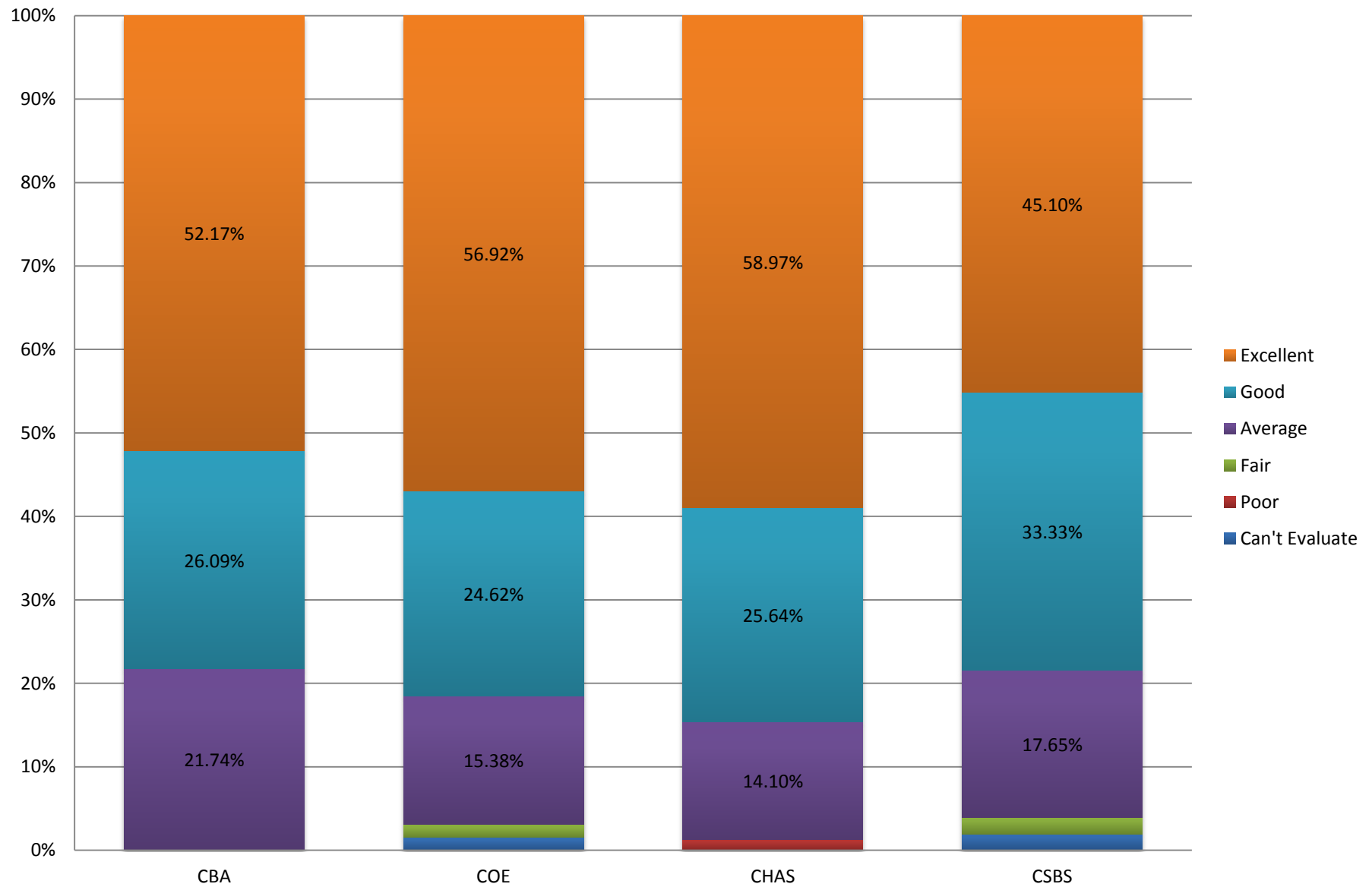
Bringing information/ideas together from different areas

N = 216



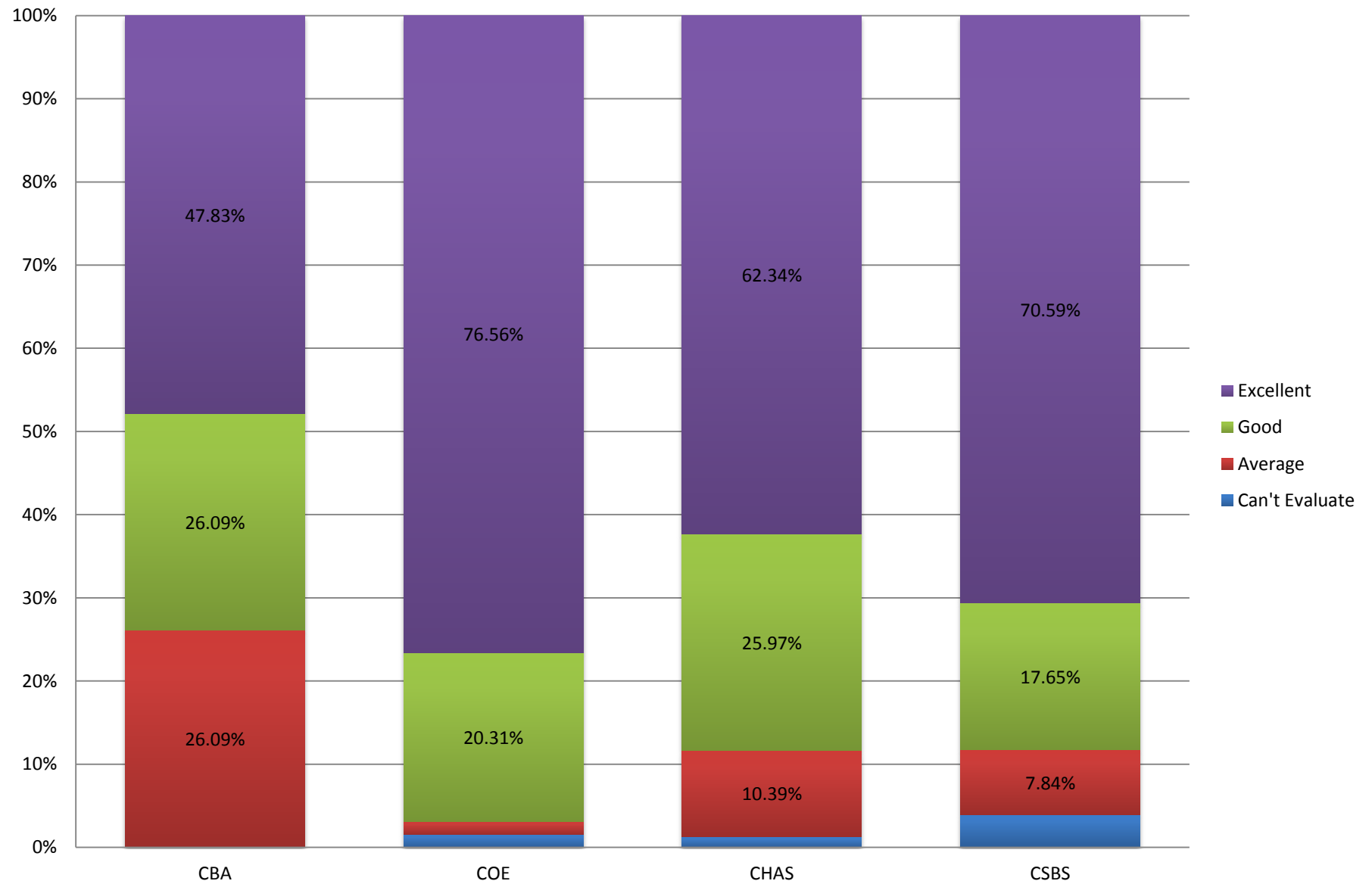
Using research skills

N = 217



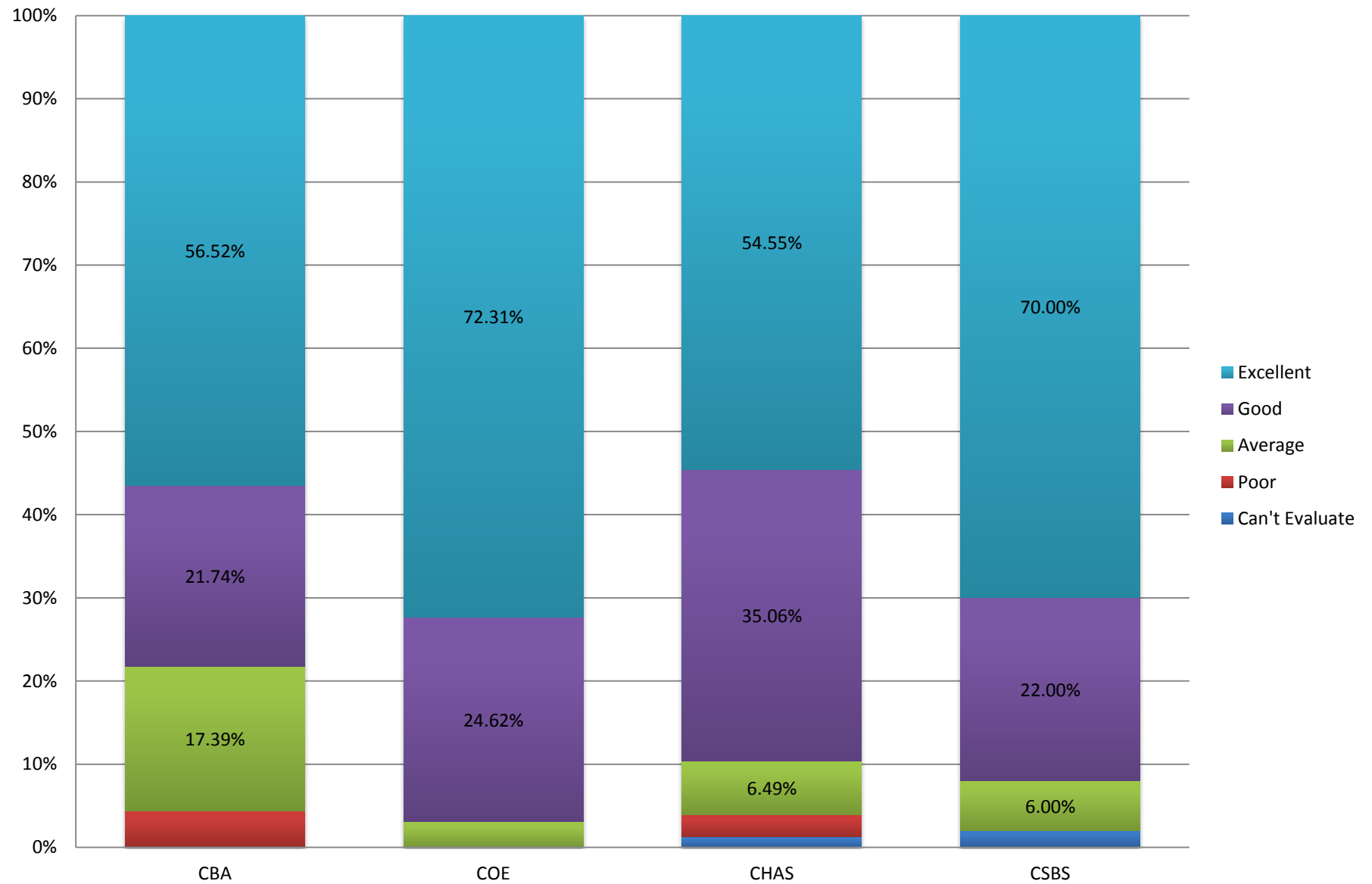
Conducting yourself in a professional manner

N = 215



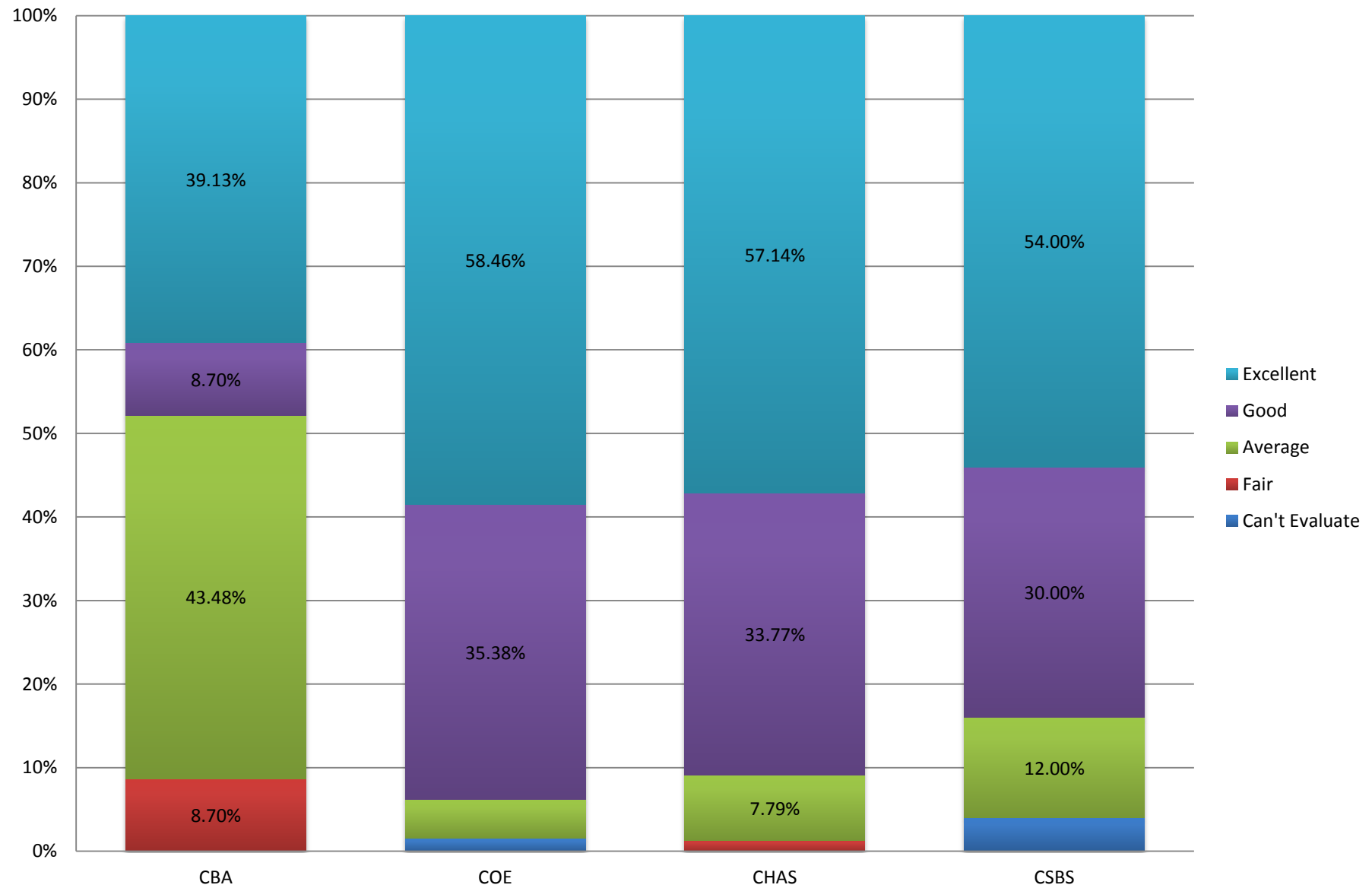
Upholding ethical standards

N = 215



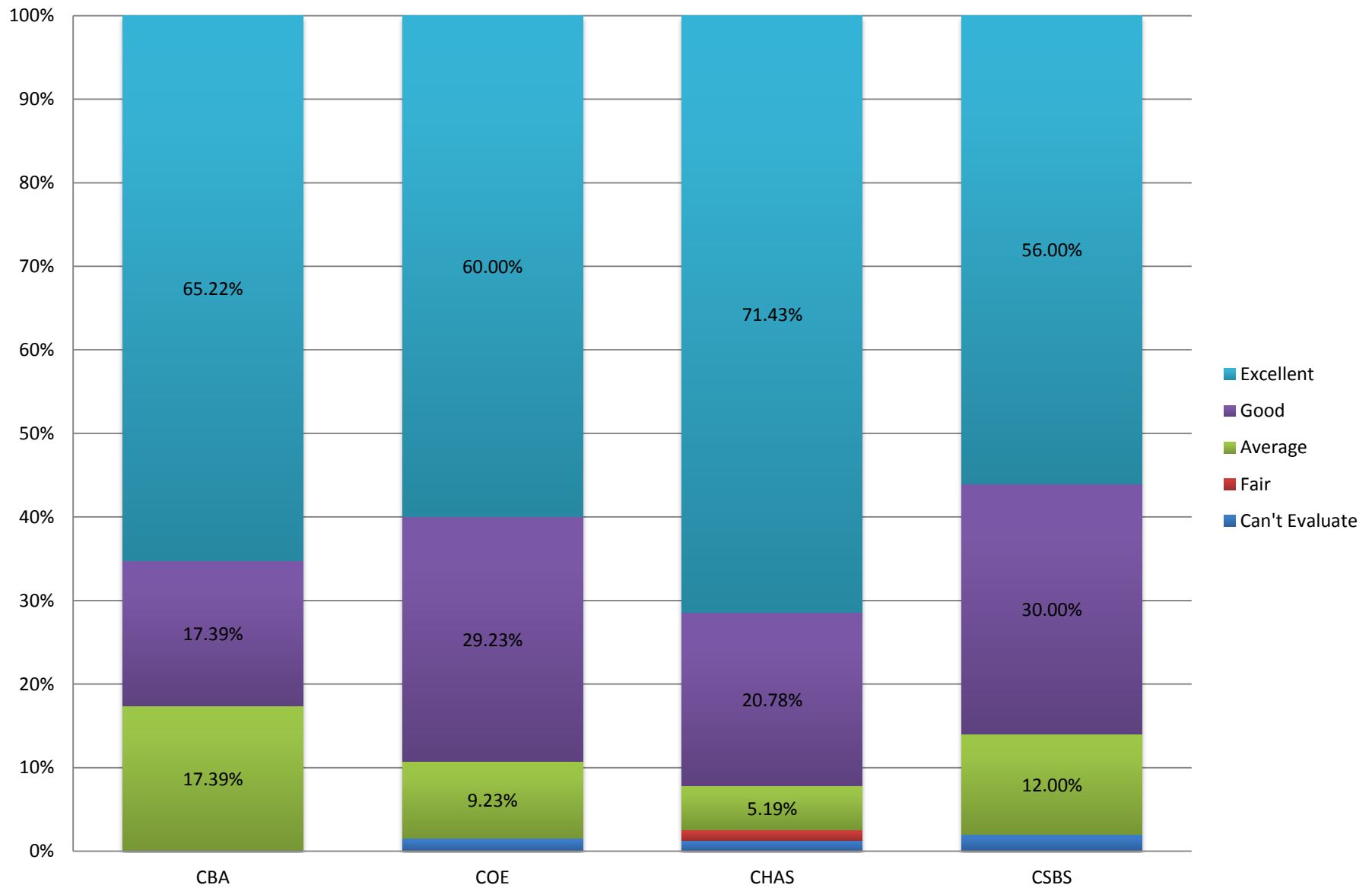
Adapting to change

N = 215



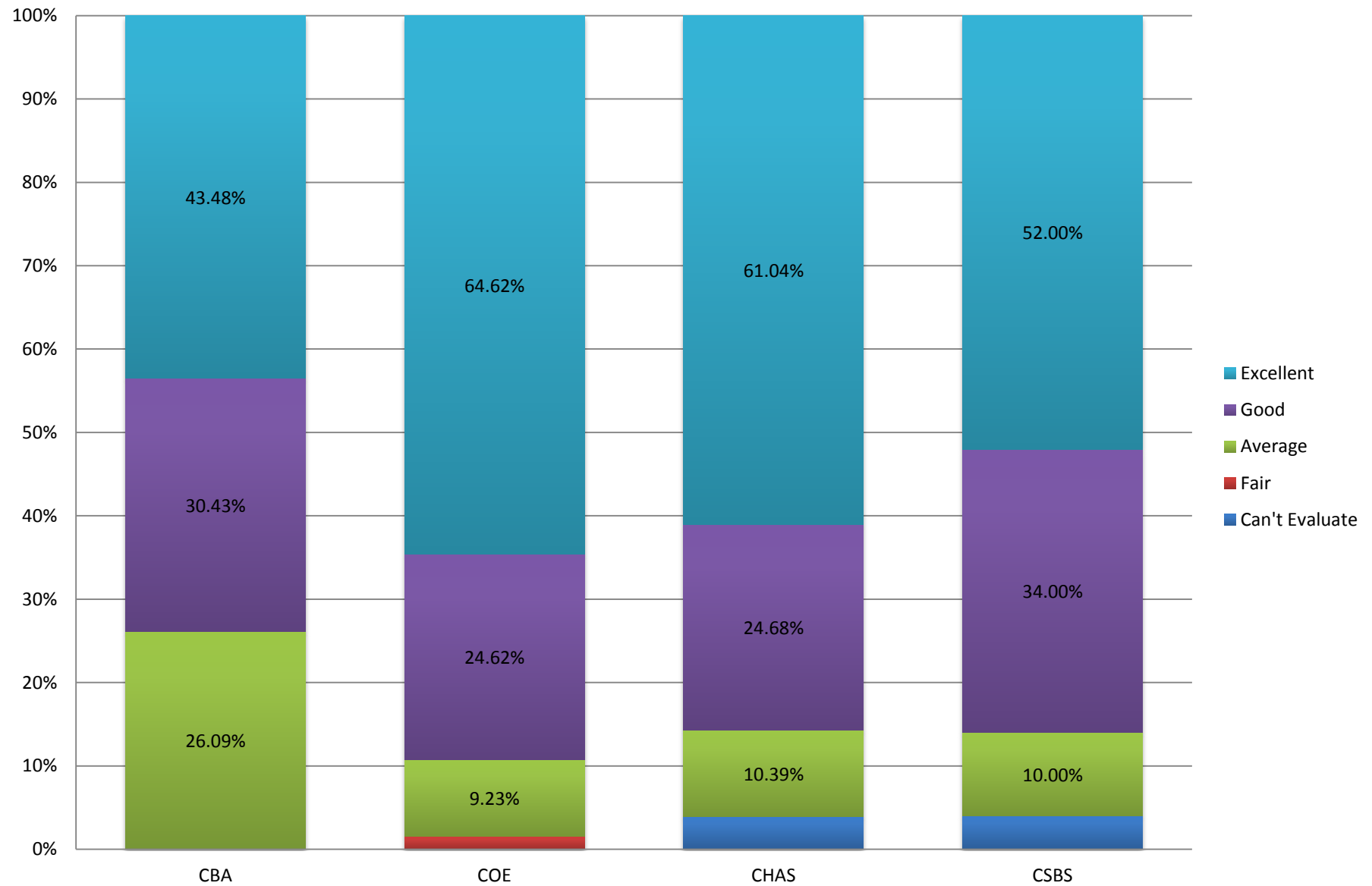
Working under pressure

N = 215



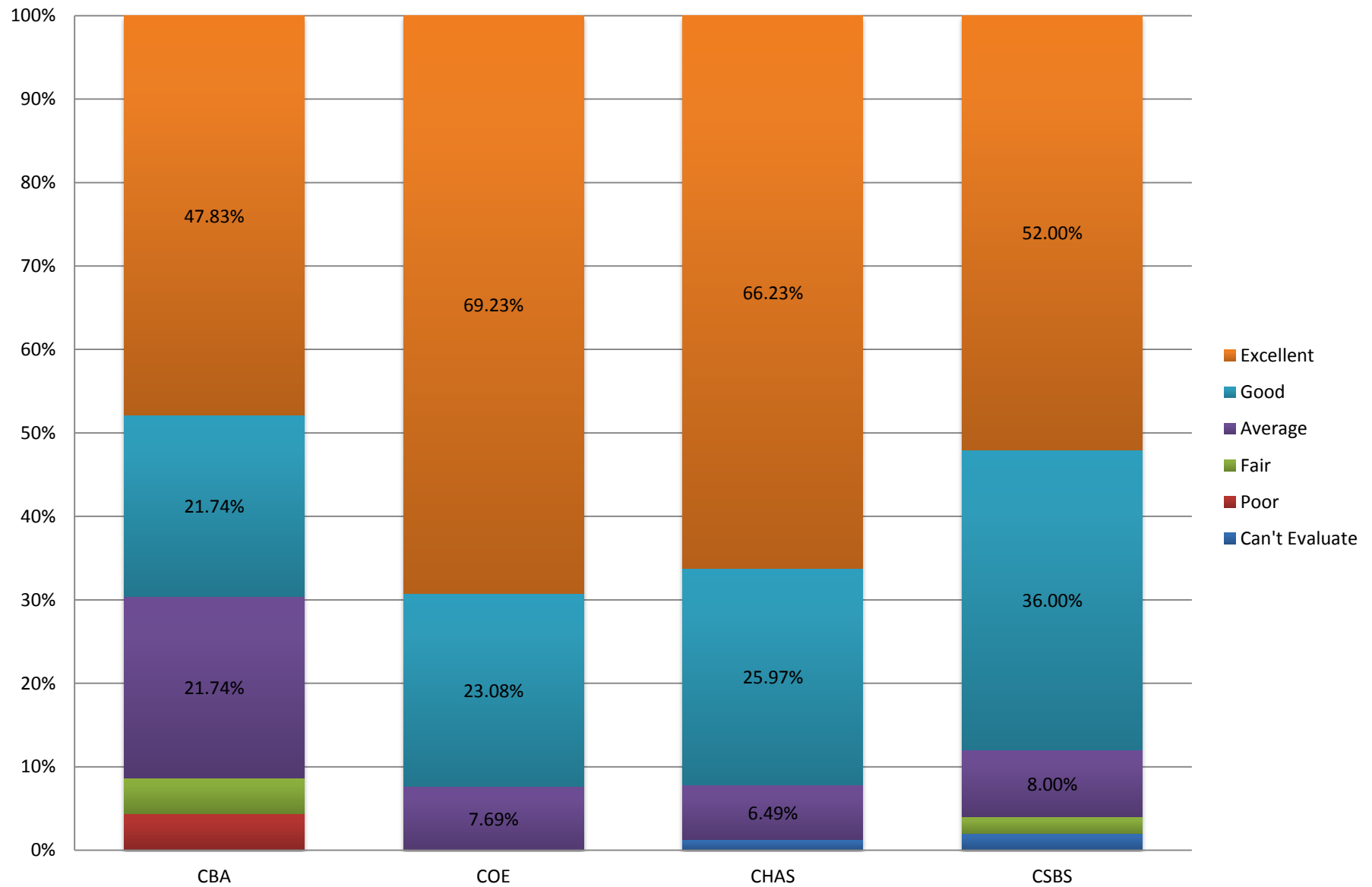
Making decisions

N = 215



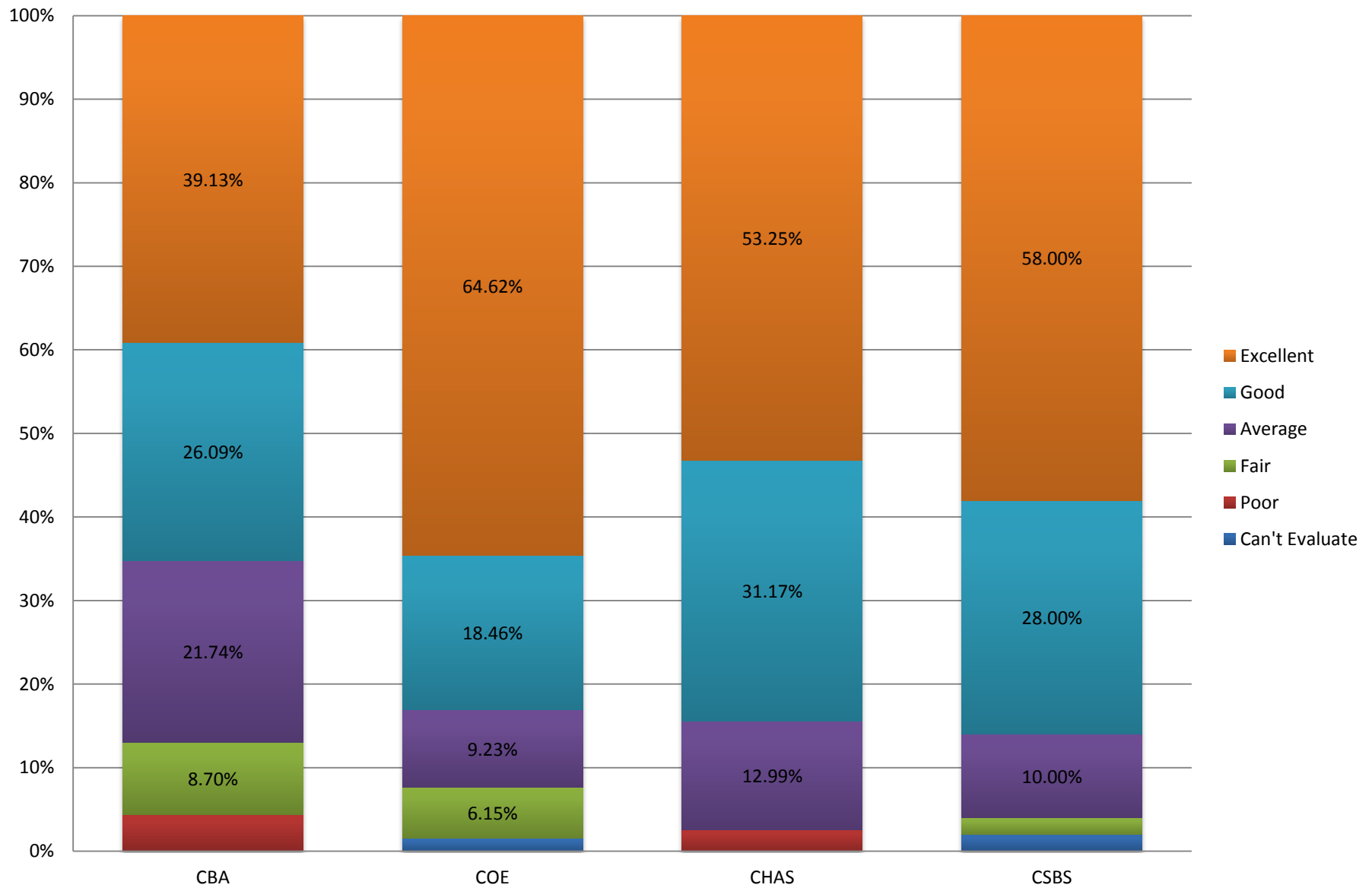
Working independently

N = 215



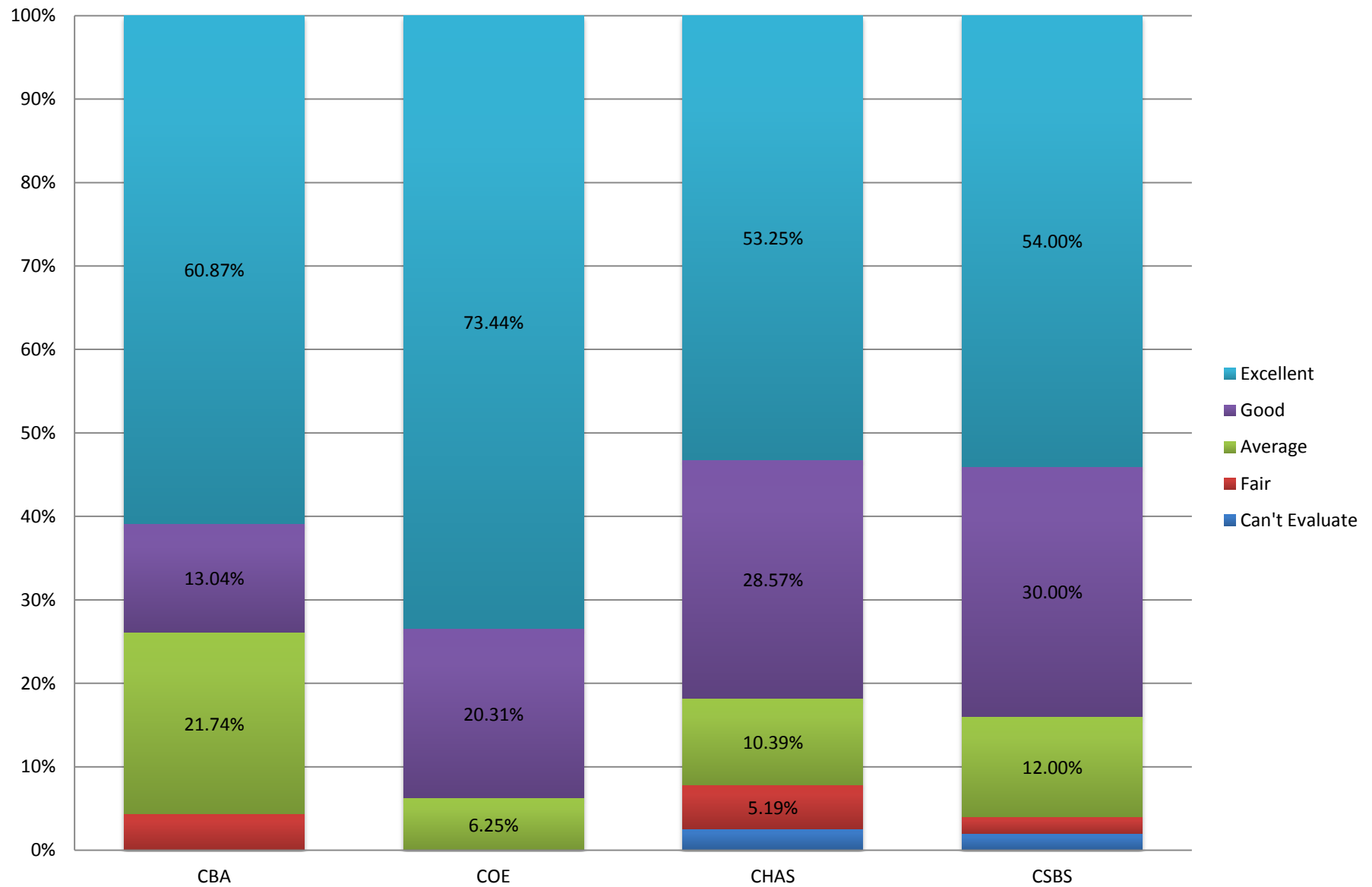
Working with people of diverse backgrounds

N = 215



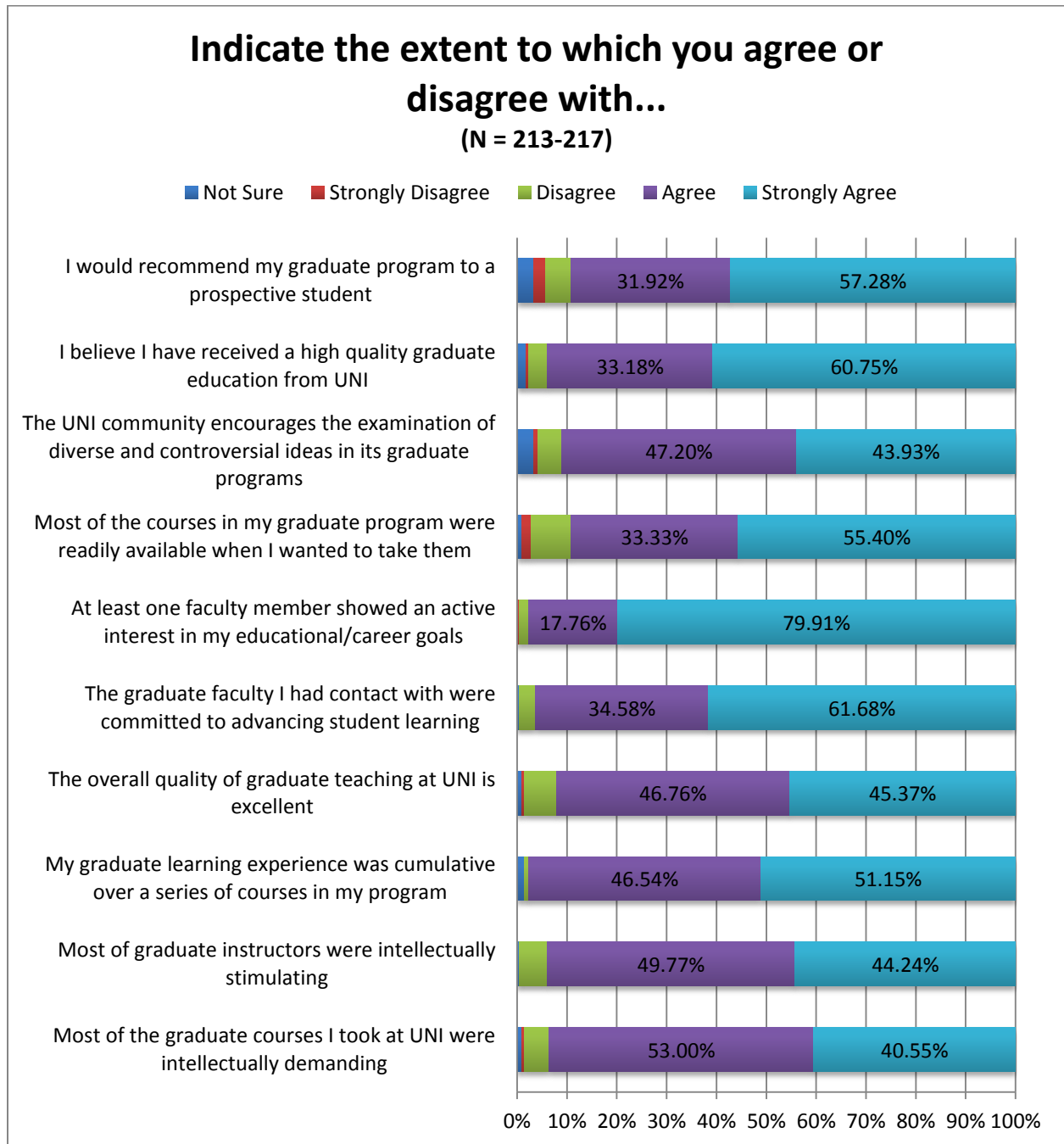
Working as a team

N = 214



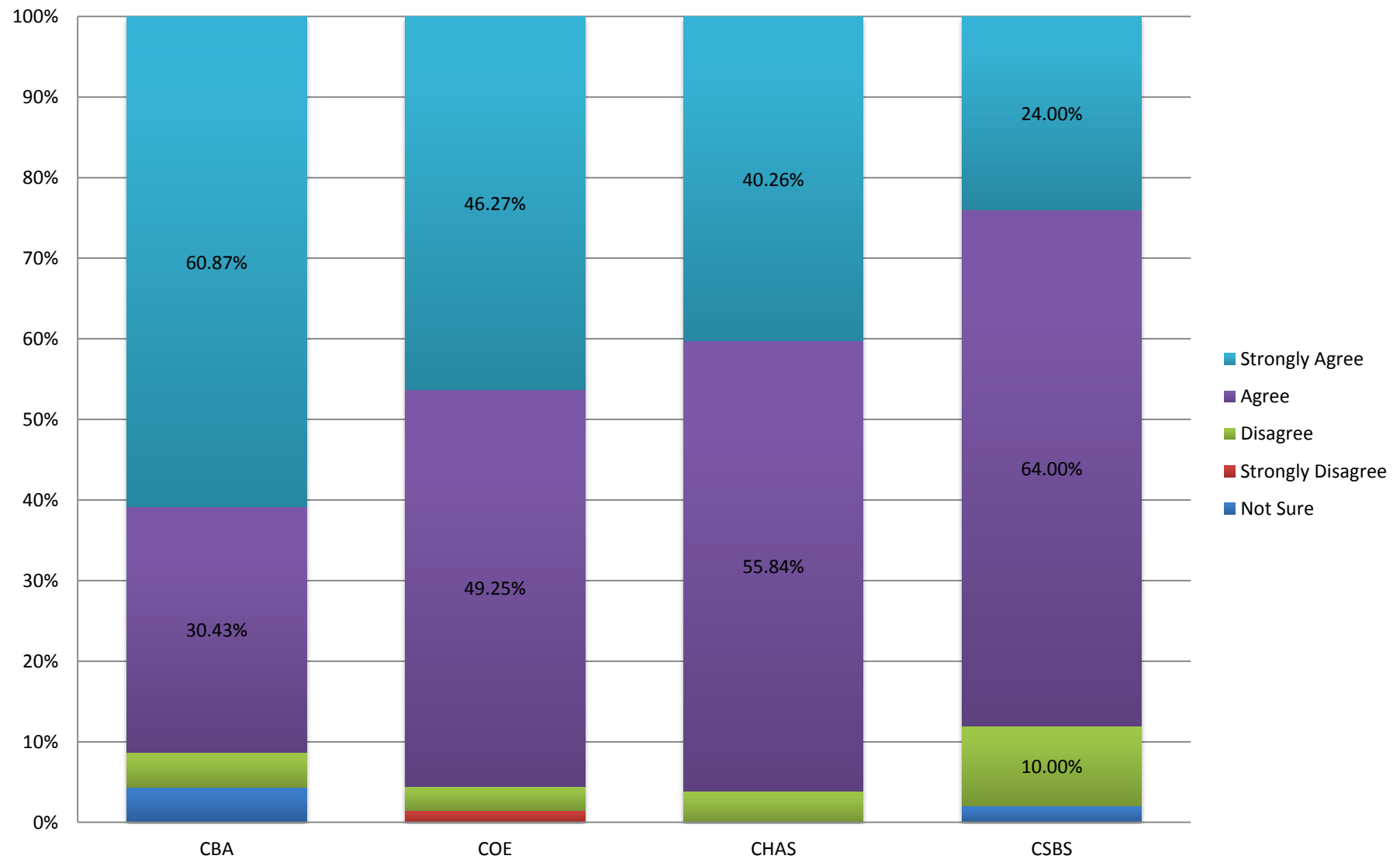
ACADEMIC AND SOCIAL ENVIRONMENT

The following graphs show how students feel on certain aspects regarding some key aspects of their time in UNI's graduate program.



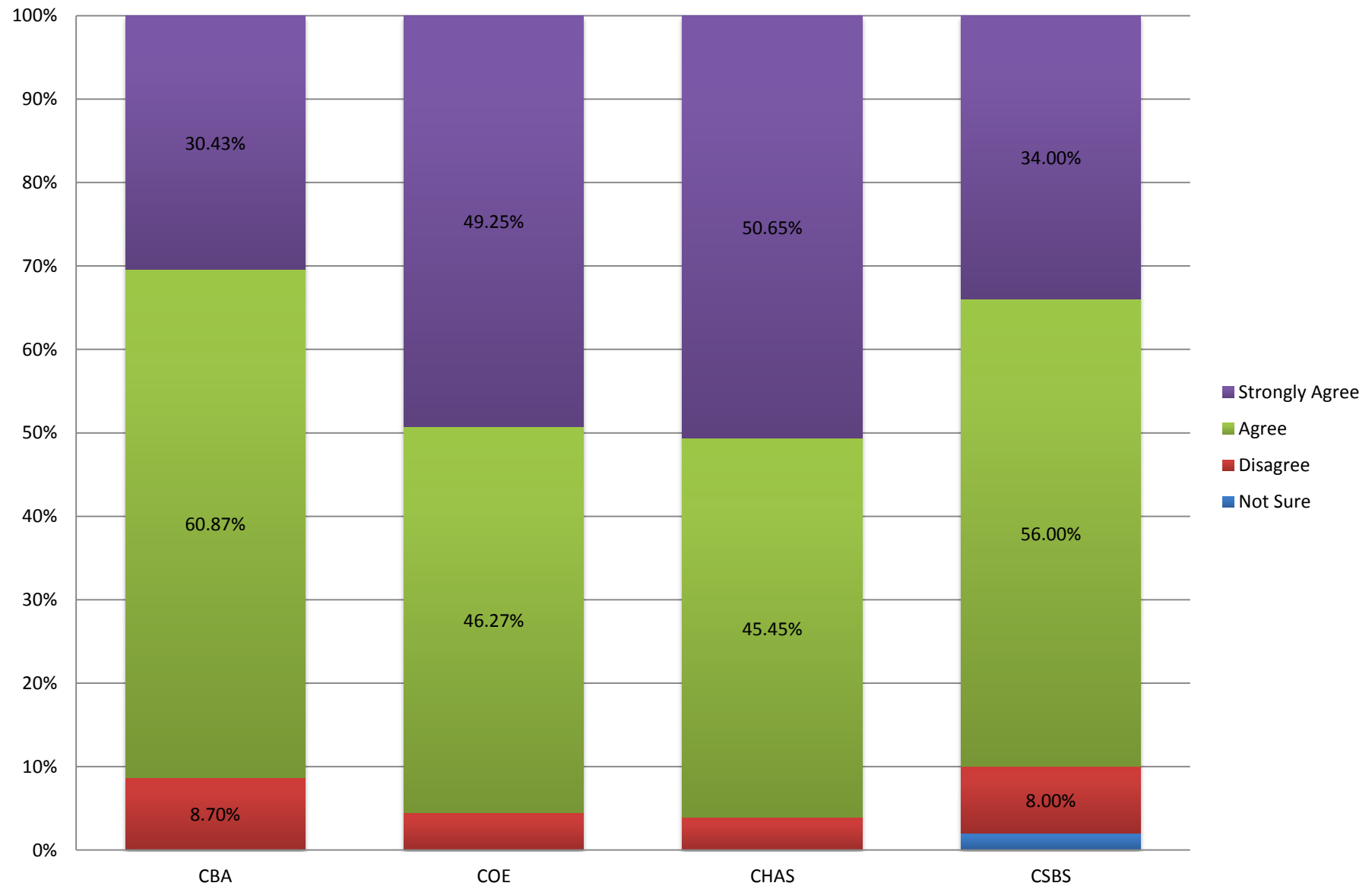
Most of the graduate courses I took at UNI were intellectually demanding

N = 217



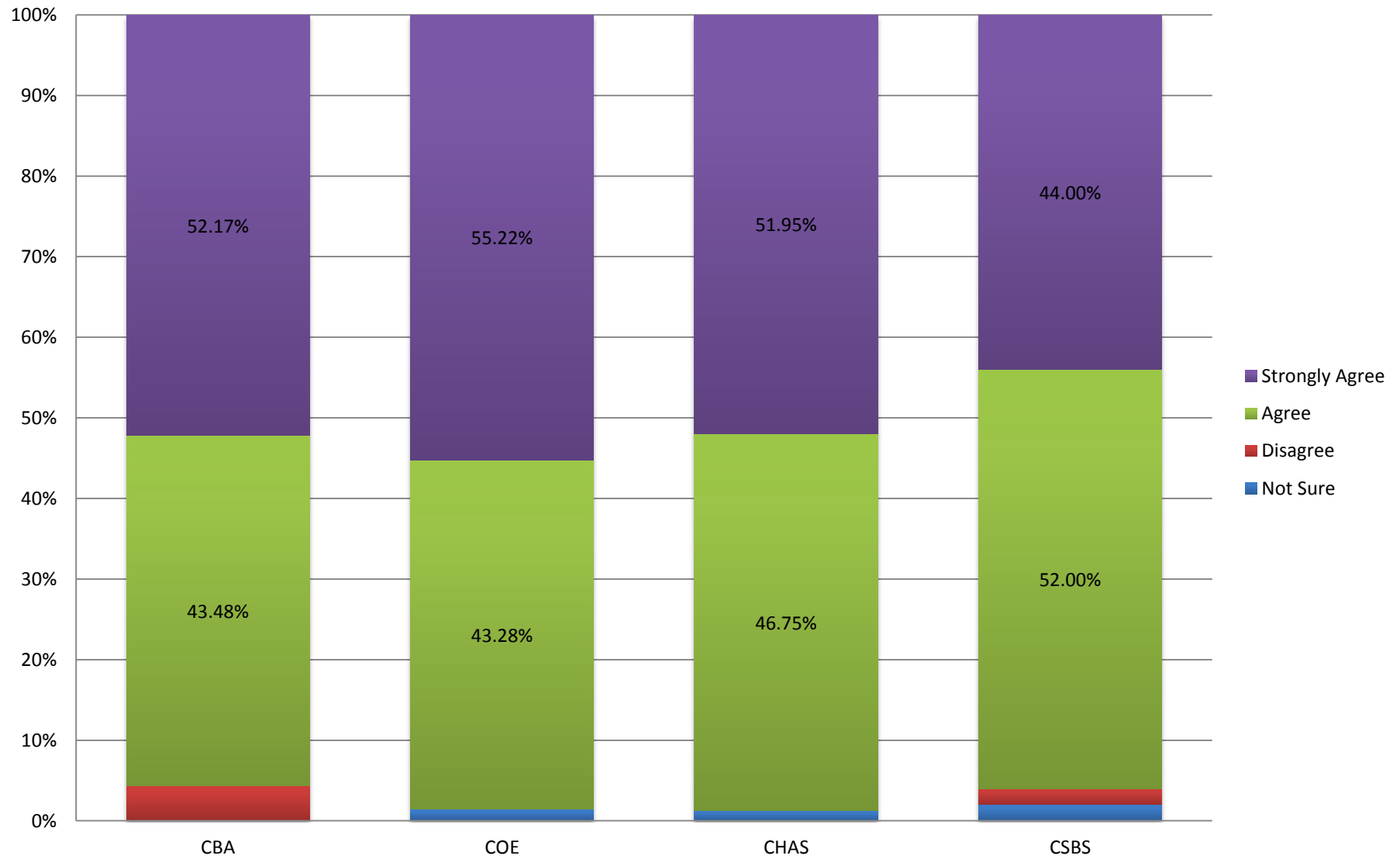
Most of the graduate instructors were intellectually stimulating

N = 217



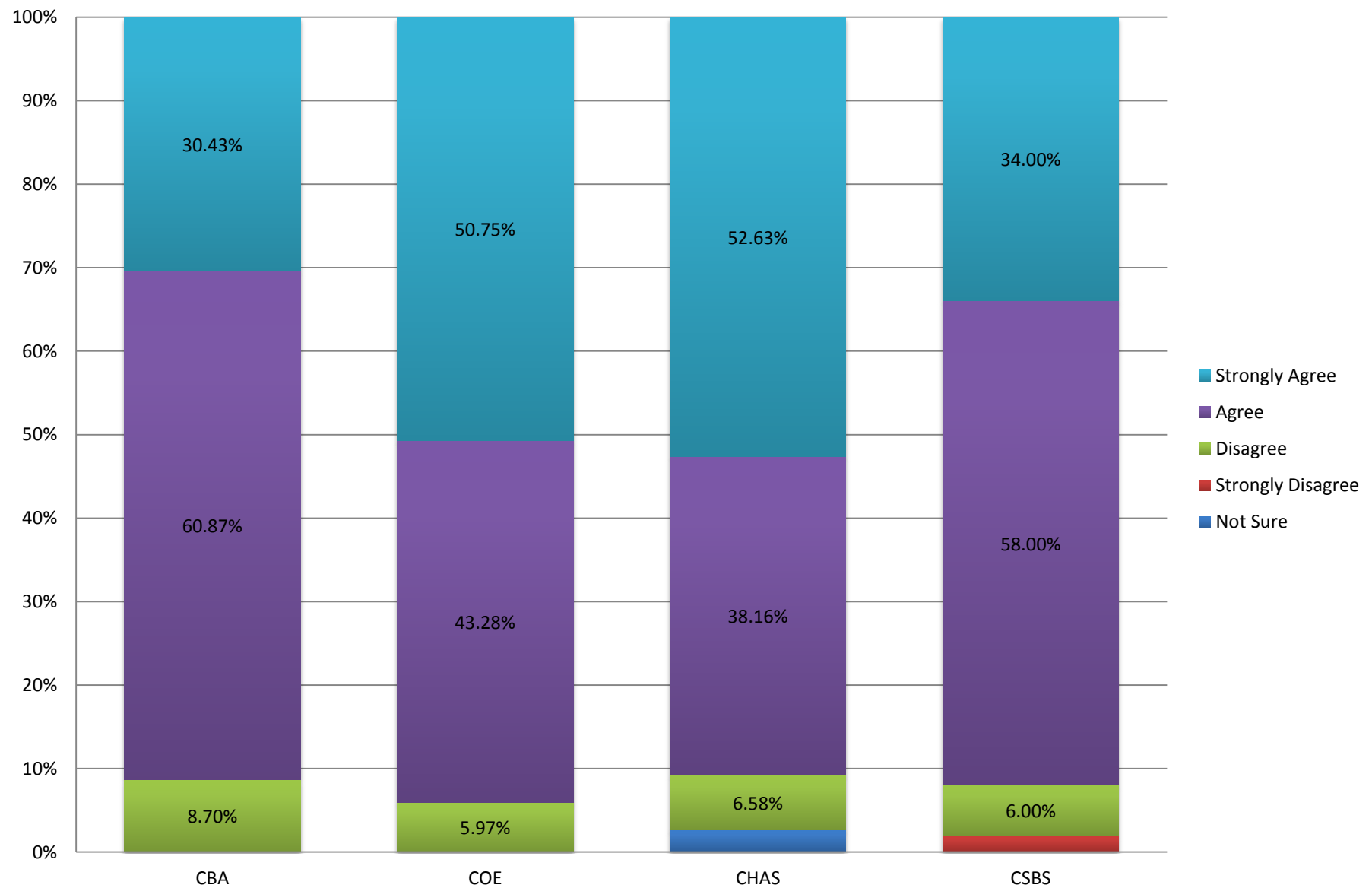
My graduate learning experience was cumulative over a series of courses in my program

N = 217



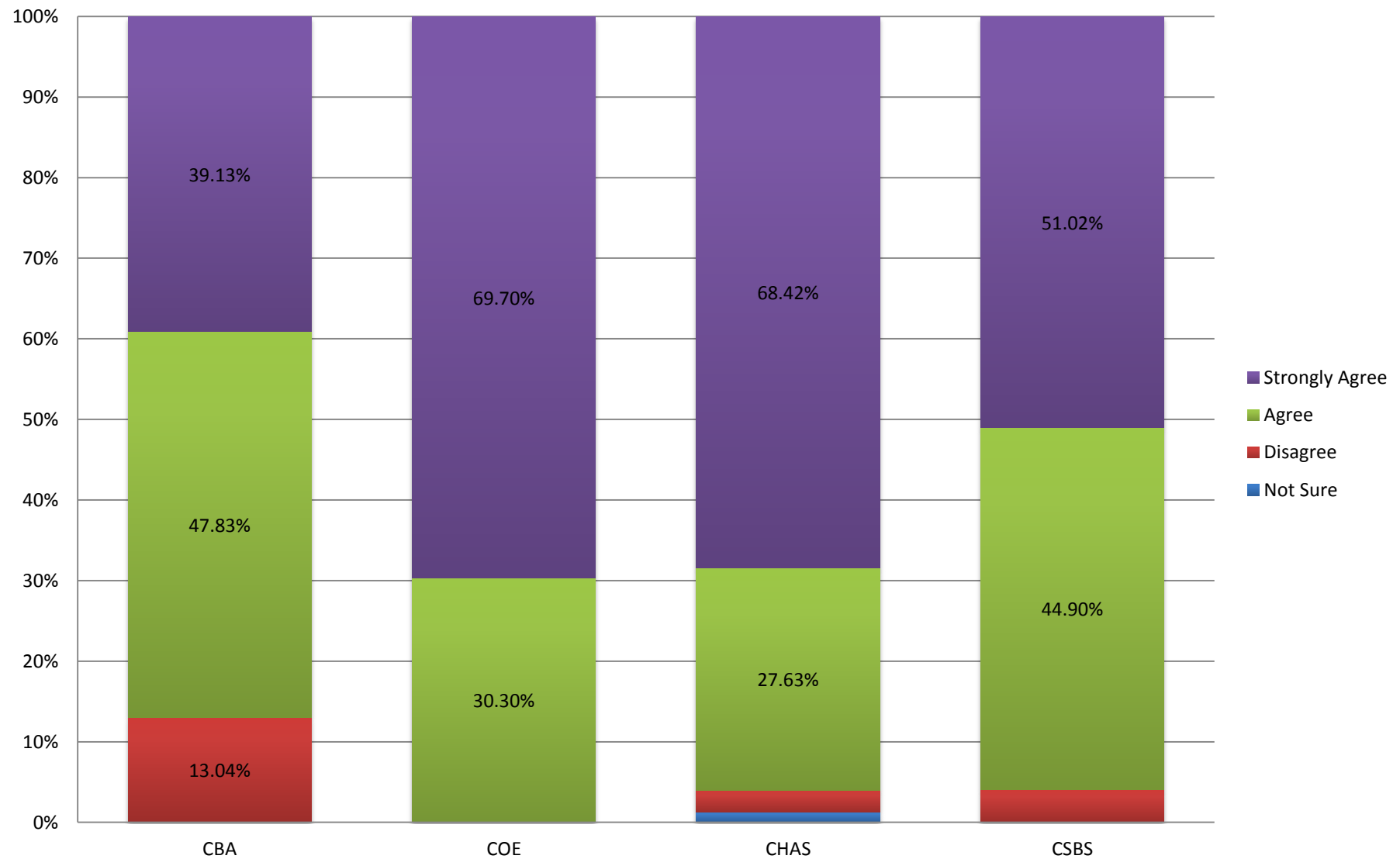
The overall quality of graduate teaching at UNI is excellent

N = 216



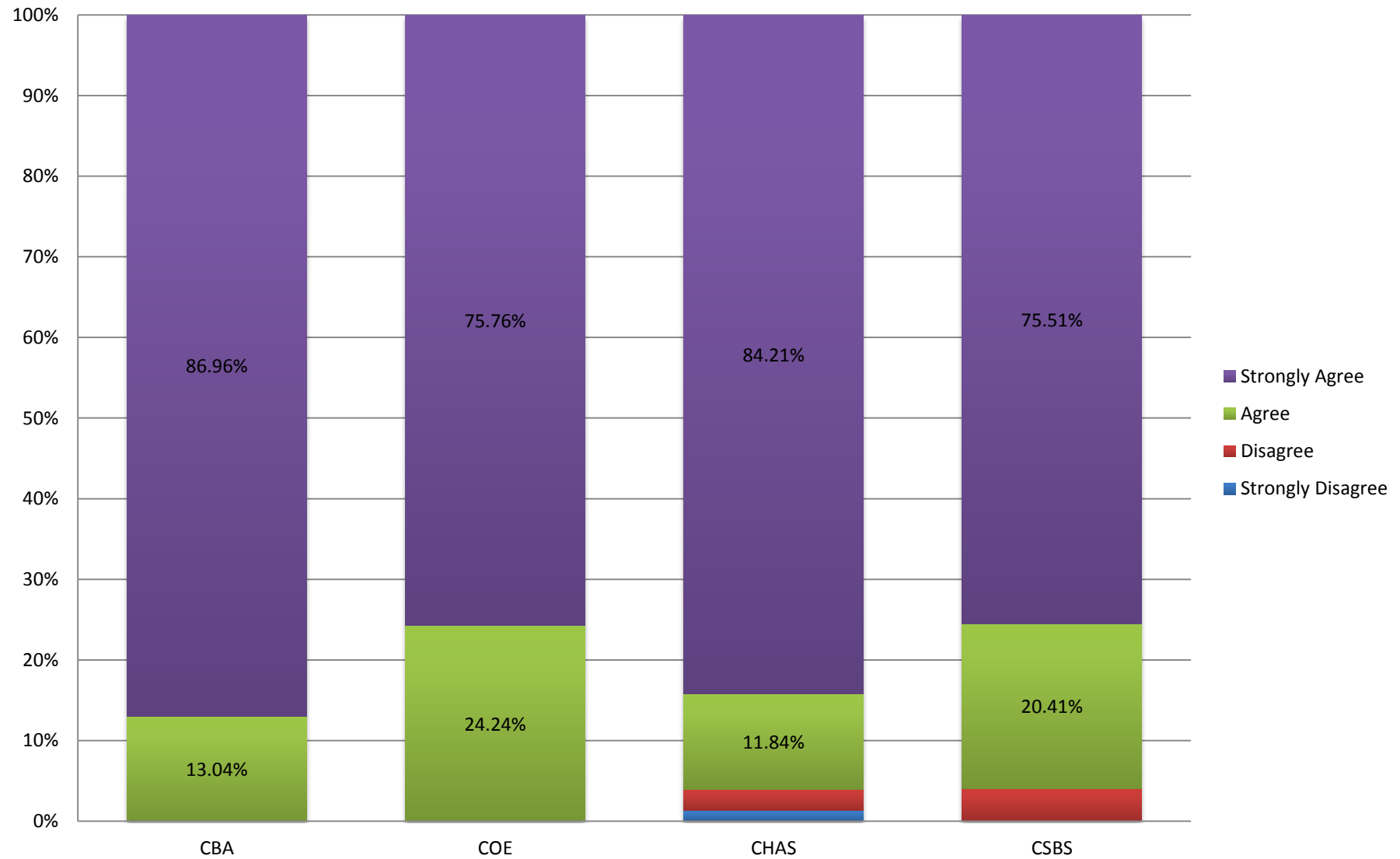
The graduate faculty I had contact with were committed to advancing student learning

N = 214



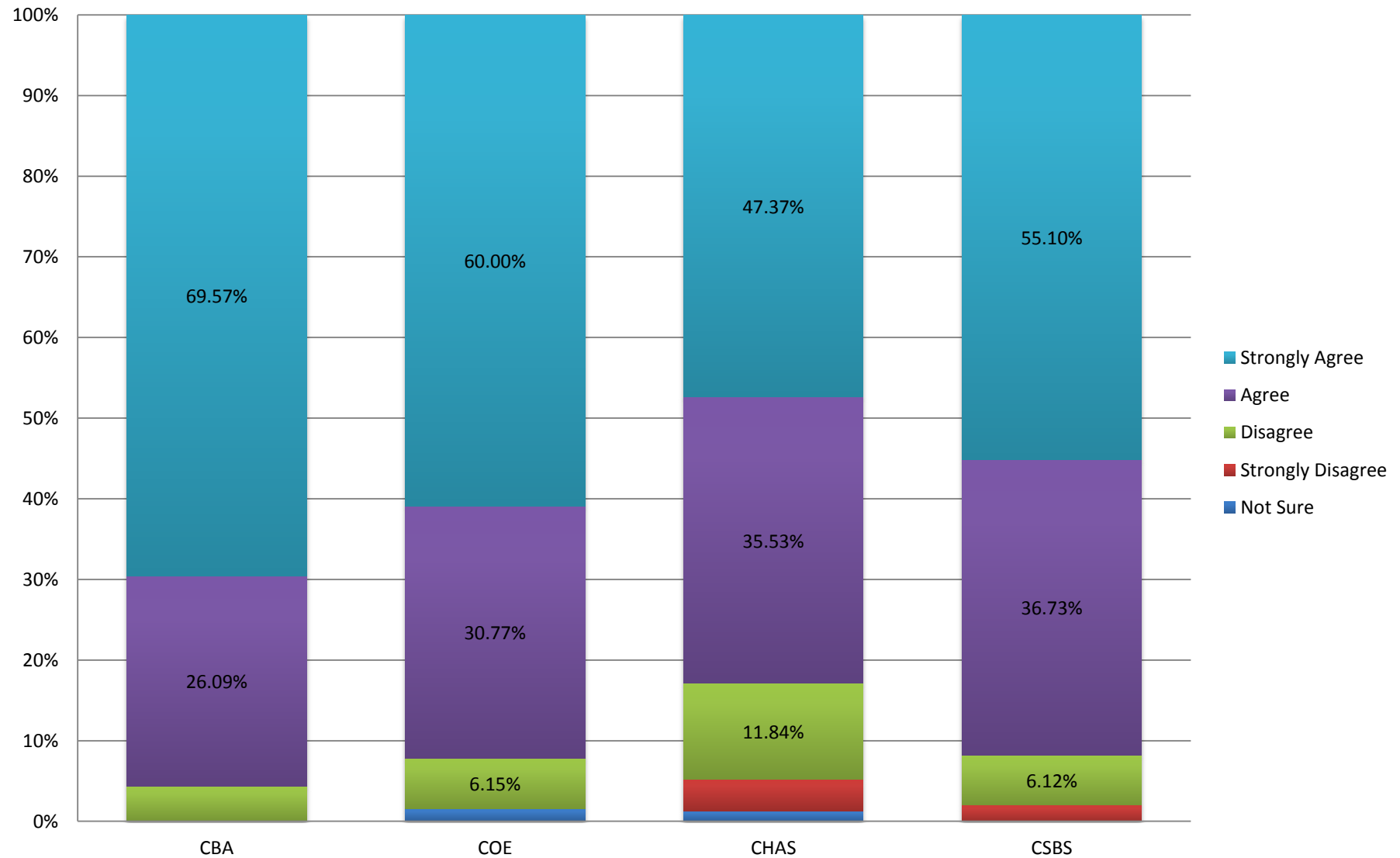
At least one faculty member showed an active interest in my educational/career goals

N = 214



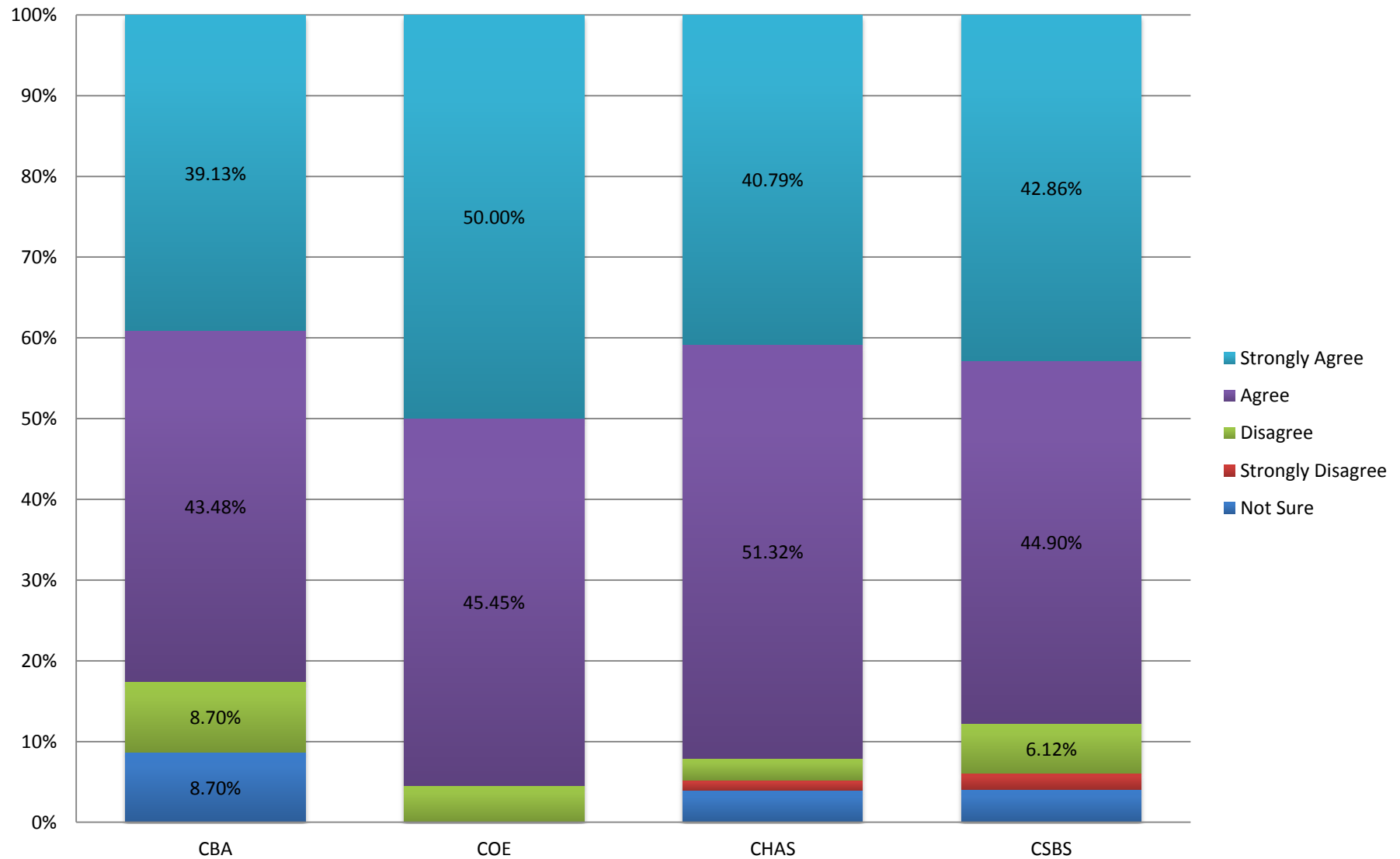
Most of the courses in my graduate program were readily available when I wanted to take them by college

N = 213



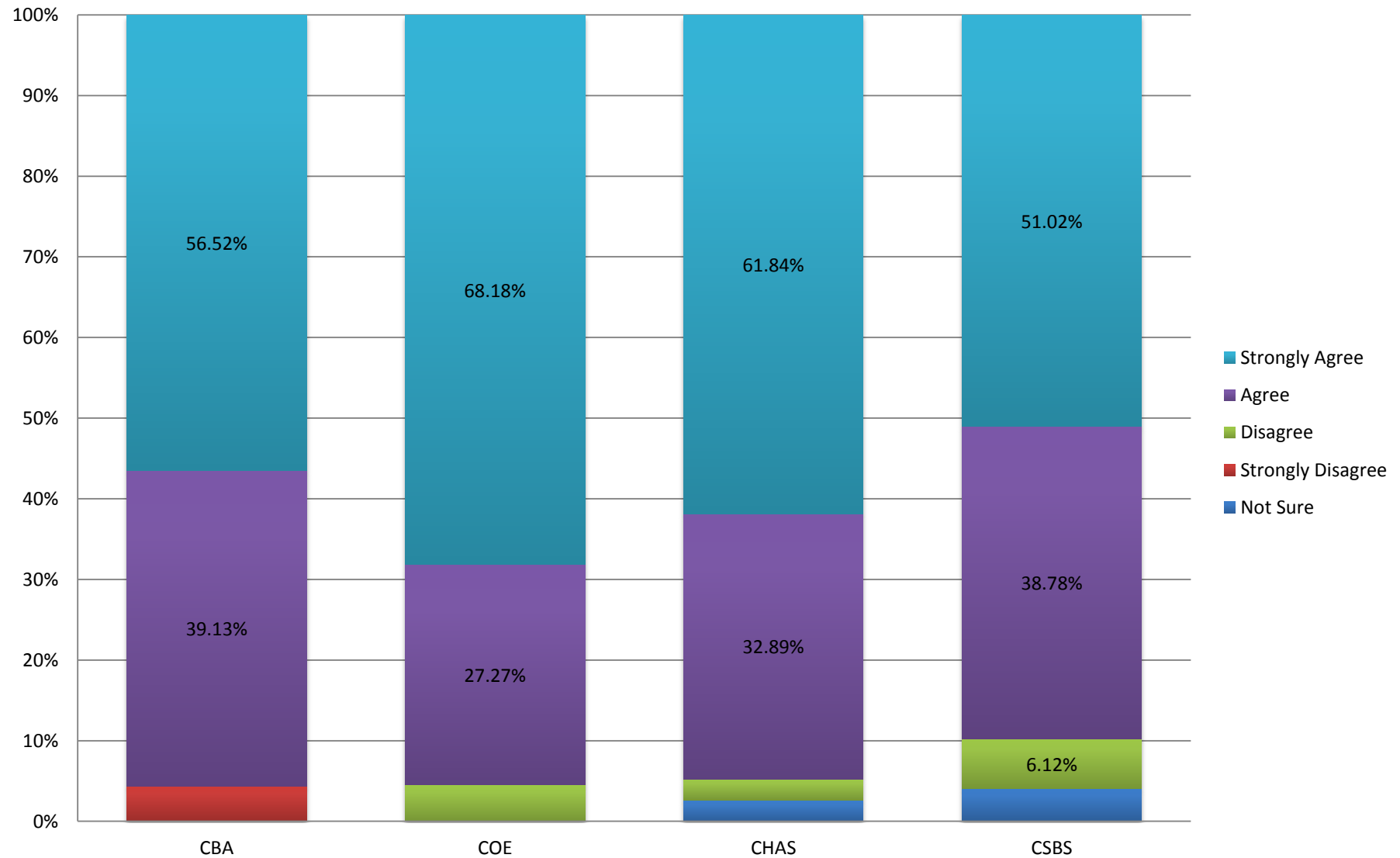
The UNI community encourages the examination of diverse and controversial ideas in its graduate programs by college

N = 214



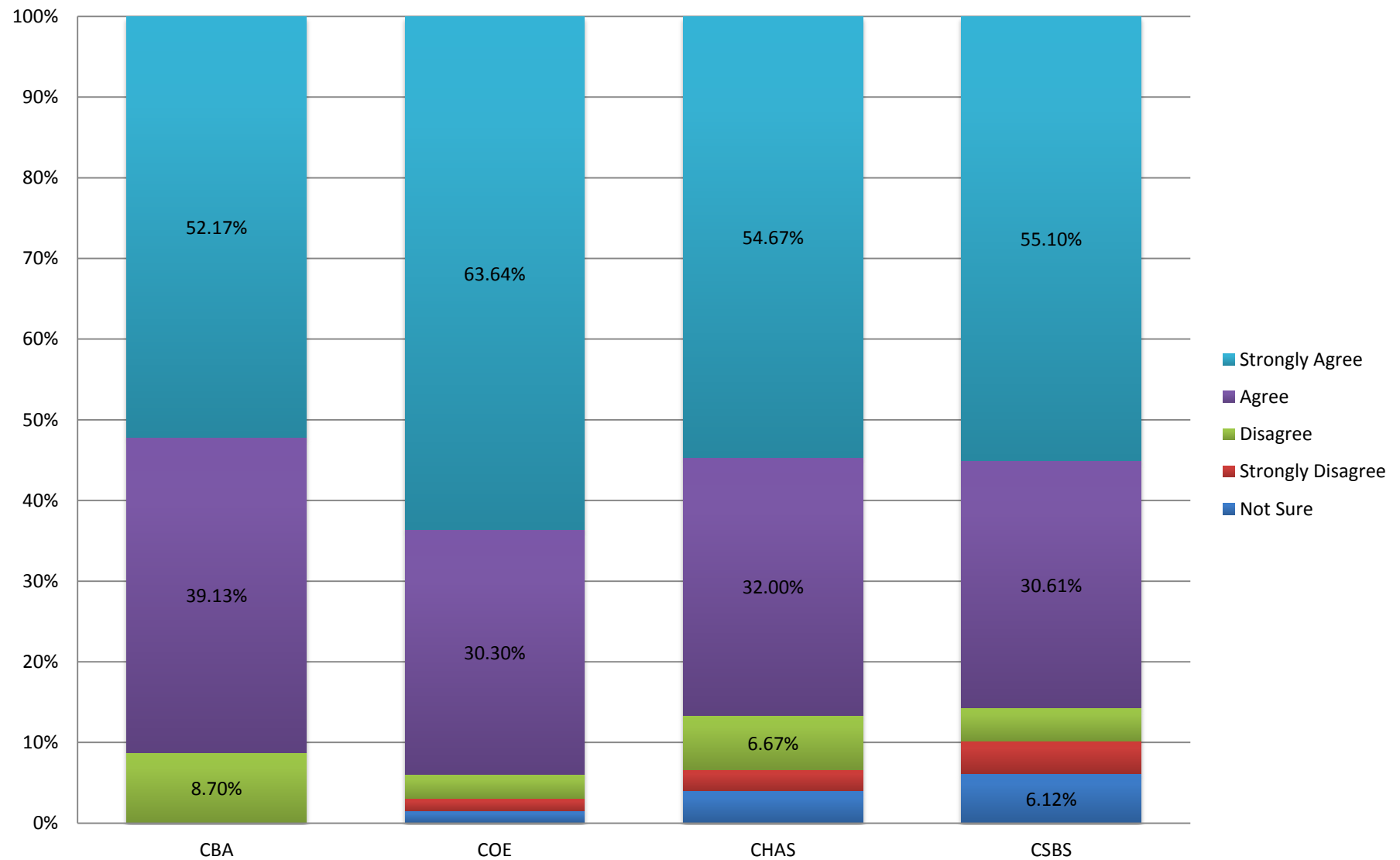
I believe I have received a high quality graduate education from UNI by college

N = 214



I would recommend my graduate program to a prospective student by college

N = 213



APPENDIX A

CONGRATULATIONS on your graduation! Your responses to this survey will be used for program improvement and will not be linked in any way to your records. Individual responses to this survey will be confidential. Survey findings will be reported in aggregate only. Please complete all six sections.

Please fill in the response circle completely. Use only black or blue ink or dark pencil to complete the survey.

Section 1: Background Information

Student ID Number					
①	①	①	①	①	①
②	②	②	②	②	②
③	③	③	③	③	③
④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨

Section 2: Plans Following Graduation

What is **MOST LIKELY** to be your **PRINCIPAL** activity upon graduation?

- ① Employment, full-time paid
- ② Employment, part-time paid
- ③ Graduate or professional school, full-time
- ④ Graduate or professional school, part-time
- ⑤ Additional undergraduate coursework
- ⑥ Military service
- ⑦ Volunteer activity (e.g., Peace Corps)
- ⑧ Starting or raising a family
- ⑨ Other, please specify:

If employed, please provide the following details: (individual responses will be kept confidential)

Job Title	
Name of Employing Organization	
City	
State	
Annual Salary (\$)	
Start Date	
Is this job in the state of Iowa?	If not, would you return to Iowa in the future if given the chance?
① Yes	① Yes
② No	② No

Section 3: Plans for Further Education

What are your continuing education plans?

- ① Accepted to another graduate/professional program
- ② Currently applying to programs, not yet accepted
- ③ Accepted to an undergraduate program
- ④ None

Will you be attending:

- ① Full-time
- ② Part-time

If pursuing further education, please provide the following details:

Institution Name _____
 City _____
 State _____
 Area of study _____
 Intended Degree _____
 Start Date _____

Section 4: Scholarly and Academic Activities at UNI

Please mark each of the following activities that you experienced or participated in during your graduate education at UNI.

- ① Completed original research
- ② Submitted original research for publication
- ③ Published original research
- ④ Creative work presented/performed for professional review
- ⑤ Presented research at a professional conference
- ⑥ Participated in other ways in regional or national professional society
- ⑦ Completed a practicum or internship in a professional setting

Below are some reasons for going to graduate school. Shade in the appropriate circle for **how important** that reason was to you.

Low			High	
①	②	③	④	Advancement or promotion in a career you had already begun
①	②	③	④	Entry into a new career
①	②	③	④	Preparation for further graduate education
①	②	③	④	Personal growth/fulfillment
①	②	③	④	Intellectual stimulation
①	②	③	④	To learn new intellectual/technical skills relevant to my career

Using the same reasons, shade in the appropriate circle for **how satisfied you feel** about achieving that goal through your graduate experience at UNI.

Low				High	NA	
①	②	③	④	⑤	⑥	Advancement or promotion in a career you had already begun
①	②	③	④	⑤	⑥	Entry into a new career
①	②	③	④	⑤	⑥	Preparation for further graduate education
①	②	③	④	⑤	⑥	Personal growth/fulfillment
①	②	③	④	⑤	⑥	Intellectual stimulation
①	②	③	④	⑤	⑥	To learn new intellectual/technical skills relevant to my career

Section 5: Educational Experiences and Skills

Think about your future/career goals. Using the scale on the left, please rate how well UNI has prepared you for....

	Poor	Fair	Average	Good	Excellent	Cannot Evaluate
Planning projects	①	②	③	④	⑤	⑥
Defining problems	①	②	③	④	⑤	⑥
Solving problems	①	②	③	④	⑤	⑥
Learning new things	①	②	③	④	⑤	⑥
Thinking creatively	①	②	③	④	⑤	⑥
Bringing information/ideas together from different areas	①	②	③	④	⑤	⑥
Using research skills	①	②	③	④	⑤	⑥
Conducting yourself in a professional manner	①	②	③	④	⑤	⑥
Upholding ethical standards	①	②	③	④	⑤	⑥
Adapting to change	①	②	③	④	⑤	⑥
Working under pressure	①	②	③	④	⑤	⑥
Making decisions	①	②	③	④	⑤	⑥
Working independently	①	②	③	④	⑤	⑥
Working with people of diverse backgrounds	①	②	③	④	⑤	⑥
Working as a team	①	②	③	④	⑤	⑥

Section 6: Academic and Social Environment

Please indicate the extent to which you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Sure
Most of the graduate courses I took at UNI were intellectually demanding.	①	②	③	④	⑤
Most of my graduate instructors were intellectually stimulating.	①	②	③	④	⑤
My graduate learning experience was cumulative over a series of courses in my program.	①	②	③	④	⑤
The overall quality of graduate teaching at UNI is excellent.	①	②	③	④	⑤
The graduate faculty I had contact with were committed to advancing student learning.	①	②	③	④	⑤
At least one graduate faculty member showed an active interest in my educational/career goals.	①	②	③	④	⑤
Most of the courses in my graduate program were readily available when I wanted to take them.	①	②	③	④	⑤
The UNI community encourages the examination of diverse and controversial ideas in its graduate programs.	①	②	③	④	⑤
I believe I have received a high quality graduate education from UNI.	①	②	③	④	⑤
I would recommend my graduate program to a prospective graduate student.	①	②	③	④	⑤

Section 7: Faculty and Staff Recognition

Please list the name(s) of any faculty who have had a positive influence on your development as a student at UNI.

Please list the name(s) of any staff members who have had a positive influence on your development as a student at UNI.

Faculty Name(s)

Staff name(s)